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ABSTRACT

Findings relating to two of Project PEP's objectives are dealt with in this report: (1) to evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and prevocational programs at the sixteen vocational, technical, and adult education (VTAE) schools in Wisconsin to discover which techniques were successful in the instruction of the handicapped, and (2) to analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs. (Project PEP--Program Evaluation and Planning--involves evaluating current vocational programs and identifying handicapped students and their vocational needs for the period 1977-1982.) Following the introductory chapter, chapter 2 describes the project methodology, which involved a literature search, site visits to each of the sixteen VTAE districts, and administering the Techniques and Barriers Survey, compiled by the project and including four parts covering personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs. The interpretation of the data on personal information, successful teaching techniques, barriers to enrollment in vocational programs, and barriers to completion of vocational programs is presented in chapters 3 through 6 respectively. Chapter 7 contains a summary and a list of recommendations. Nineteen data tables supplement the text. (SH)

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HANDICAPPED PERSONS IN WISCONSIN'S VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICTS: ASSESSMENT OF EDUCATIONAL TECHNIQUES AND IDENTIFICATION OF BARRIERS

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I would like to acknowledge that portions of the chapter on "Summary and Recommendations" have been adapted from the publication "Barriers and Bridges" developed by Linda Phillips for the California Advisory Council on Vocational Education (1977). Excerpts have also been taken from that publication.

Finally, the efforts of Marianne Fauerbach are gratefully acknowledged. This report attests to her skills as a competent secretary.

Vasant Kumar, Ph.D.
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CHAPTER I

INTRODUCTION

The purpose of Project PEP* was to formulate goals and procedures for analyzing, revising, and developing vocational education programs for the handicapped in Wisconsin's sixteen VTAE districts. It is based on the premise that integrating the physically, mentally, and emotionally handicapped into the educational mainstream is not only necessary because of recent federal legislation, but is of great therapeutic value.

In this process of social acceptance and vocational integration, mainstreaming allows handicapped students to reap the full benefits of the total educational system. However, mainstreaming is only an end product of an entire process involving diagnosis of specific characteristics and deficits of handicapped students, formulation of individualized educational prescriptions, and modification of regular courses.

Before the successful end of the process can be achieved, however, many problems facing handicapped persons have to be solved. Project PEP was designed to partially solve some of those problems which include: the identification of students who will be eligible for post-secondary vocational training during 1977-1982; identification of the needs of those students; identification of barriers that prevent handicapped persons from enrolling in vocational programs; and the identification of barriers that prevent these persons from completing vocational programs. Specifically, the objectives of Project PEP were:

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*Program Evaluation and Planning: Evaluating Current Vocational Programs and Identifying Handicapped Students and Their Vocational Needs for 1977-1982. This is one of three reports relating to this project.

1. To evaluate special needs projects in the areas of agriculture, business, home economics, trades and industry, health, distributive education, and pre-vocational programs at the 16 VTAE schools to discover which techniques were successful in the instruction of the handicapped.

2. To analyze and report on the barriers in Wisconsin VTAE schools which prevent the handicapped from enrolling in or completing vocational training programs.

3. To develop criteria and procedures for identifying handicapped students who will be eligible for VTAE training in 1977-1982.

4. To identify and create a composite profile of the vocational education needs by exceptionality of handicapped students tested under Wisconsin Statutes 115-81 who will be eligible for VTAE training in 1977-1982.

This report deals with the findings that relate to objectives 1 and 2. Objectives 3 and 4 are discussed in a separate report.

Following this introductory Chapter, the methodology is described in Chapter II; the interpretation of data on the personal information provided is described in Chapter III; the interpretation of the data on successful teaching techniques is described in Chapter IV; the interpretation of data on the barriers to enrollment in vocational programs is presented in Chapter V; while the interpretation of data on barriers to completion of vocational programs is presented in Chapter VI. Chapter VII contains a summary and a list of recommendations.

CHAPTER II

METHODOLOGY

Two of the four major objectives of Project PEP pertain to services offered handicapped persons in Wisconsin's sixteen VTAE districts. Specifically, these two objectives were achieved through activities that resulted in, 1) the identification of barriers that prevent handicapped persons from enrolling in vocational programs, 2) the identification of barriers that prevent handicapped persons from completing vocational programs, and 3) the identification of successful techniques used for teaching and to provide services to these persons. Details of procedures and results follow.

A thorough search of the literature was conducted to identify barriers to enrollment in vocational programs, barriers to completion of vocational programs, and successful teaching methods. A synthesis of the information on barriers allowed the following categorization: 1) Attitudinal, 2) Accessibility, 3) Pre-Employment, 4) Employment, 5) Post-Employment, 6) Legal, 7) Organizational, 8) Professional Preparation, and 9) Resource barriers; while successful teaching methods allowed the following: 1) Recruitment of the handicapped, 2) Classroom teaching methods of vocational and pre-vocational programs, 3) Ancillary non-teaching services, 4) Teaching materials, 5) Identification of invisible handicaps, 6) Evaluation, 7) Job Placement, and 8) Follow-up and Career Development. These categories were used to develop, and formed the basis of, the two part preliminary survey.

Concurrently, project staff visited each of the sixteen VTAE districts to explain the purpose of Project PEP to district administrators and to elicit the cooperation and participation of those staff members (counselors, supervisors, and instructors) who had worked with handicapped students in

pre-vocational and vocational programs. In each of the VTAE districts, the District Director or his designated representative, assigned an individual to coordinate the research activities between the Center and school staff.

With the completion of the preliminary survey and the commitment by each VTAE district to participate in the study, project staff scheduled appointments through contact individuals to meet with their staff members to explain the purpose of the project. Immediately following those explanations, VTAE staffs were asked to respond to the survey. For each of the nine barrier categories listed above, they were asked to identify what they thought were a) barriers to enrollment, and b) barriers to completion of programs, and what methods they would use to eliminate those barriers. In addition, they were requested in Part B of the survey, to list those techniques they found to be successful in working with handicapped students: this listing was done under the eight categories listed above. Attempts were made and opportunity was given to designate one or more of the following disability areas: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, learning disabilities, and multiple disabilities, to which each identified technique might apply (see Appendix A).

The feedback provided during those campus visits was used to compile the Techniques and Barriers Survey. Because the contents of the survey was derived largely from the group to be surveyed, the validity aspects of the instrument was satisfied. But project staff sought and received similar input from professional staff members of schools in other states. Mr. James H. Hughes, Senior Research Analyst with System Sciences, Inc. in Chapel Hill, North Carolina recommended Durham Technical Institute, Durham, North Carolina. Designated staff members from this Institute participated, as well

as those from Triton College, Rivergrove, Illinois; 916 AVTI, White Bear Lake, Minnesota, and St. Cloud AVTI, Minnesota.

Before the final form of the Techniques and Barriers Survey was printed, a test - re-test was conducted to determine reliability. Eleven staff members from the Madison Opportunity Center and four from Fox Valley Technical Institute participated. The re-test was administered about one month after the test was conducted. Analysis of the 189 items in the instrument showed a composite average adjusted reliability of 83.21%, a value that is quite acceptable in view of the Likert-type scale used.

In its final form, the Techniques and Barriers Survey is an eight page instrument, with the first page containing definitions and the last page having space for additional comments. The body of the instrument contains four parts vix.; Part I - Personal Information, Part II - Successful Teaching Techniques, Part III - Barriers to Enrollment in Vocational Programs, and Part IV - Barriers to Completion of Vocational Programs (see Appendix B).

CHAPTER III

ANALYSIS OF DATA ON PERSONAL INFORMATION

In Part I of the survey, information was sought from respondents as to their position, teaching experience, professional training, and personal and school expectations of services offered to handicapped students.

For all sixteen VTAE districts, 110 faculty members, 59 counselors, and 38 supervisors responded to the survey, while eight respondents did not indicate their professional status. The status and location by VTAE district of 207 of the 215 respondents are listed in Table I.

Faculty members responding to this item in the survey indicated that 104 of them have taught and 3 have not taught handicapped students. Of these, 96 are still teaching, while 11 are no longer teaching handicapped students.

Among the 38 supervisors responding 25 have taught handicapped students, while 11 have not. Thirteen supervisors indicated that they are still teaching, while 24 are no longer teaching handicapped students.

Thirty-three counselors indicated that they have taught handicapped students, while 26 have not. Of those, 25 are still teaching, while 35 are no longer teaching handicapped students (see Table II for details).

In question number 5, respondents were asked to indicate the primary disability area in which they had teaching experience. For the sixteen districts, 86 individuals indicated mentally retarded, 50 - learning disability, 33 - seriously emotionally disturbed, with lesser numbers for other disability areas. Thirty-eight persons did not respond to this question. This information is summarized in Table III.

Table IV indicates teaching experience that respondents had in other disability areas. In addition to experience in a primary disability area, 85 respondents indicated having teaching experience in learning disabilities,

TABLE I

STATUS AND LOCATION OF RESPONDENTS*

	Respondents by District Name and Number																
	Eau Claire #1	Western #2	Southwest #3	Madison #4	Blackhawk #5	Gateway #6	Waukesha #8	Milwaukee #9	Moraine Park #10	Lakeshore #11	Fox Valley #12	Northeast #13	Mid-State #14	North Central #15	Nicolet #16	Indianhead #17	Total
Faculty	8	4	8	8	7	5	9	17	7	10	6	3	1	7	6	4	110
Supervisor	0	2	1	0	1	1	2	17	3	3	2	1	0	1	4	0	38
Counselor	0	3	3	6	0	4	2	16	3	1	4	4	4	1	6	2	59

*Eight respondents did not indicate professional status.

TABLE II

TEACHING EXPERIENCE OF RESPONDENTS

	Respondents by District Name and Number																
	Eau Claire #1	Western #2	Southwest #3	Madison #4	Blackhawk #5	Gateway #6	Waukesha #8	Milwaukee #9	Moraine Park #10	Lakeshore #11	Fox Valley #12	Northeast #13	Mid-State #14	North Central #15	Nicolet #16	Indianhead #17	Total
Faculty																	
have taught	7	4	8	8	7	5	9	15	6	8	6	3	1	7	6	4	104
have not taught	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	3
now teaching	8	3	8	8	5	5	9	14	6	5	6	3	1	7	4	4	96
not now teaching	0	1	0	0	2	0	0	2	0	4	0	0	0	0	2	0	11
Supervisor																	
have taught	0	1	0	0	1	1	1	13	2	0	1	0	0	1	4	0	25
have not taught	0	1	1	0	0	0	1	3	1	2	1	1	0	0	0	0	11
now teaching	0	0	0	0	0	0	0	10	0	0	0	0	0	1	2	0	13
not now teaching	0	2	1	0	1	1	2	6	3	3	2	1	0	0	2	0	24
Counselor																	
have taught	0	2	1	2	0	1	2	9	3	1	2	3	1	0	5	1	33
have not taught	0	1	2	4	0	3	0	7	0	0	2	2	3	1	0	1	26
now teaching	0	1	2	0	0	1	1	8	2	1	1	3	1	0	4	0	25
not now teaching	0	2	1	6	0	3	1	9	1	0	3	2	3	1	1	2	35

TABLE III

TEACHING EXPERIENCE IN PRIMARY DISABILITY AREAS

	District																
Disability Area	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
Deaf	0	1	0	2	0	1	2	3	0	0	1	0	0	3	0	0	13
Hard of Hearing	0	5	0	0	1	0	0	0	0	1	0	0	0	0	0	2	9
Health Impaired	0	1	0	0	2	0	1	1	0	4	4	0	1	0	1	2	17
Learning Disability	0	3	9	4	3	1	3	1	8	6	3	0	0	0	5	4	50
Mentally Retarded	6	2	4	7	4	4	6	24	4	3	5	4	0	0	12	1	86
Orthopedically Impaired	0	1	0	1	1	1	2	1	0	3	2	0	0	0	0	1	13
Seriously Emotionally	0	2	1	2	0	2	0	13	4	2	3	1	1	0	1	1	33
Speech Impaired	0	1	0	1	1	0	0	1	0	2	1	1	0	1	0	1	10
Visually Impaired	0	3	0	2	2	0	0	1	0	1	0	0	0	5	0	0	14
All of Above	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
None of Above	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Not Applicable	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
No Answer	2	2	0	2	0	2	1	13	2	2	3	3	3	1	1	1	38

82 - speech impaired, 78 - seriously emotionally disturbed, 70 - orthopedically impaired, 67 - health impaired, 66 - hard of hearing, 58 - visually impaired, 52 - mentally retarded, and 43 - deaf. Seventy-one individuals did not respond to this question.

Tables V, VI and VII show the disability areas in which staff were trained; the professional training they received in vocational and pre-vocational programs; and the type of academic training they received. While 115 persons did not respond to this question; 67 indicated receiving professional training in teaching students who are mentally retarded, 41 received training in teaching students with learning disabilities, while 31 has training

TABLE IV

TEACHING EXPERIENCE IN OTHER DISABILITY AREAS

	District																
Disability Area	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
Deaf	1	5	0	11	0	4	5	9	0	0	3	4	0	1	0	0	43
Hard of Hearing	2	3	4	8	4	3	4	16	1	1	5	6	1	3	3	2	66
Health Impaired	3	3	3	5	2	4	2	21	3	4	3	5	2	2	4	1	67
Learning Disability	6	4	1	8	2	3	4	27	4	2	6	4	2	3	8	1	85
Mentally Retarded	1	2	4	7	2	2	1	14	3	2	6	1	1	2	2	2	52
Orthopedically Impaired	4	3	0	7	3	2	4	25	1	2	7	5	1	0	5	1	70
Seriously Emotional	5	2	4	12	2	4	5	17	5	1	8	5	1	2	2	3	78
Speech Impaired	5	5	3	10	4	2	3	25	4	1	6	3	2	2	5	1	82
Visually Impaired	0	4	1	8	3	3	3	15	3	1	5	4	1	3	3	1	58
All of Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
None of Above	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Not Applicable	1	0	0	1	0	0	0	1	1	0	0	1	1	0	0	1	7
No Answer	0	3	4	2	3	4	5	15	6	9	3	2	2	5	7	1	71

in teaching the seriously emotionally disturbed. Professional training respondents received in other disability areas is listed in Table V.

As indicated in Table VI, 60 persons received their professional training in vocational programs and 29 in pre-vocational programs. One hundred and twenty-seven respondents did not indicate the programs in which they received professional training.

Table VII shows one hundred and twenty-two respondents received training through a college degree program, fifty-nine through inservice, thirty-three through extension courses, and fourteen through a variety of other means. Seventy-one persons did not indicate whether they received any formal training.

TABLE V

PROFESSIONAL TRAINING BY DISABILITY AREA AND DISTRICT

	District																
Disability Area	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
Deaf	1	2	0	4	0	0	0	5	1	0	0	1	1	3	0	0	18
Hard of Hearing	1	2	0	2	0	0	0	3	1	0	0	1	0	2	0	0	12
Health Impaired	1	2	0	2	0	0	0	5	1	1	0	0	0	0	0	0	12
Learning Disability	1	2	3	1	3	0	3	13	5	2	2	1	9	1	2	2	41
Mentally Retarded	2	2	2	8	4	4	3	25	2	3	6	3	1	1	1	0	67
Orthopedically Impaired	1	1	0	3	0	0	0	5	1	1	1	0	1	0	0	0	14
Seriously Emotionally	2	1	1	3	0	1	1	11	3	1	6	0	0	1	0	0	31
Speech Impaired	1	2	0	3	0	1	0	2	2	0	0	1	0	2	0	0	14
Visually Impaired	0	2	0	2	1	0	1	2	1	0	0	0	0	3	0	0	12
All of Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
None of Above	0	2	0	2	1	0	0	1	1	0	0	0	0	0	0	0	9
Not Applicable	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	3
No Answer	5	5	6	5	2	6	8	19	8	11	6	5	3	3	15	4	115

TABLE VI

PROFESSIONAL TRAINING BY PROGRAM

	District																
Program	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
Vocational Programs	1	4	1	6	3	2	3	23	3	3	3	2	1	1	5	2	60
Pre-Vocational Programs	1	0	1	1	3	3	0	5	2	1	5	1	1	2	1	2	29
All of Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
None of Above	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2
Not Applicable	0	0	0	0	0	0	0	1	1	0	0	2	0	0	0	0	4
No Answer	6	5	10	9	3	5	10	24	8	11	5	5	4	7	12	3	127

TABLE VII

TYPE OF ACADEMIC TRAINING RECEIVED BY DISTRICT PERSONNEL

Type of Academic Training	District																State Total
	1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	
College Degree Program	4	6	7	13	5	6	5	40	5	2	4	4	1	7	8	5	122
Extension Courses	1	2	2	2	1	0	3	8	4	1	1	3	1	3	0	1	33
Inservice	0	4	4	4	3	3	3	18	2	1	4	4	1	4	1	3	59
Other	0	1	1	1	0	0	3	2	1	0	2	0	1	1	0	1	14
No Answer	4	2	4	3	2	3	6	10	6	11	4	2	3	2	9	0	71

In answer to question #10, respondents listed a wide variety of areas in which they would like to receive additional training. Of these, 65 indicated the need for training in teaching students with learning disabilities, 31 for teaching the emotionally disturbed, 23 for teaching the mentally retarded, 14 each for teaching the deaf and speech impaired, and 13 for teaching the visually impaired. Sixty-five respondents had no answer. This information is summarized in Table VIII.

To fill this void in their professional preparation, 106 respondents indicated the need for inservice training, 82 for extension courses, and 53 for college degree programs. Thirty-one persons had no answer. Responses to training needs by district are indicated in Table IX.

Several personal and school needs were listed by respondents as being necessary to improve services to handicapped persons. Personal needs can be summarized as including the need for time, additional training, and teaching materials. Schools need to provide more counseling services, more and better trained staffs, inservice programs, more and better equipment, and

TABLE VIII

LISTING OF TRAINING AREA NEEDS BY DISTRICT

Training Area Needs	District 1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
Behavior Modification	0	0	1	0	0	0	0	0	0	0	0	0	0	2	0	0	3
Business	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
Counseling	1	2	0	0	0	2	0	1	0	0	0	1	0	0	0	0	7
Deaf	0	1	0	2	0	2	1	6	0	0	0	0	0	2	0	0	14
Deaf Education-signing	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	0	3
Emotionally Disturbed	0	0	2	1	2	0	3	6	4	0	4	2	1	2	2	2	31
Hard of Hearing	1	0	0	0	0	0	1	2	0	0	0	0	0	0	1	2	7
Health Impaired	0	0	0	0	0	0	1	4	0	0	0	0	1	0	0	0	6
Inservice	0	1	1	0	0	0	0	3	0	0	0	0	0	0	0	0	5
Job Analysis	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Learning Disability	2	1	2	4	3	2	7	15	7	4	5	4	1	0	5	3	65
Mentally Retarded	0	0	2	1	1	0	3	5	2	1	3	0	0	4	0	1	23
Orthopedically Impaired	1	0	0	1	0	0	0	1	0	0	1	1	1	0	0	0	6
Physiology	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	2
Placement	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	2
Psychology	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Seriously Emotionally	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2
Special Education	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	3
Special Needs	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Speech Impaired	0	0	1	0	0	1	1	3	1	0	3	1	0	0	1	2	14
Visually Impaired	1	0	0	3	1	0	1	2	0	0	0	0	1	3	1	0	13
Vocational Programs	0	0	0	0	0	1	2	2	0	0	0	0	1	0	1	0	7
All of Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
None of Above	1	0	1	0	0	2	0	0	1	1	1	0	0	0	0	0	7
Not Applicable	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	2
No Answer	3	3	6	6	1	1	3	18	2	7	2	0	3	2	7	1	65

TABLE IX

TRAINING NEEDS BY DISTRICT

Training Program	District 1	2	3	4	5	6	8	9	10	11	12	13	14	15	16	17	State Total
College Degree Program	3	3	4	3	3	2	4	14	1	0	1	4	1	5	3	2	53
Extension Courses	0	4	3	5	2	3	5	22	8	7	7	3	2	4	6	1	82
Inservice	2	5	7	8	5	5	6	25	6	6	4	5	1	5	12	4	106
Other	0	0	1	0	1	1	0	5	1	0	3	0	0	0	0	1	13
None of Above	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	3
No Answer	3	1	2	4	0	1	2	5	3	4	1	1	1	1	2	0	31

commitment. Detailed responses to these two perceived needs are listed, by district, in Appendix C and Appendix D.

CHAPTER IV

ANALYSIS OF DATA ON SUCCESSFUL TEACHING TECHNIQUES

Part II, like Parts III and IV of the instrument, utilizes a Likert-type five-point scale for circling responses. The first is NB which was circled when a respondent was unable or unwilling to express an opinion on any item. When a respondent strongly agreed with a statement he/she was asked to circle SA, and A when agreement was not strong. Conversely, SD was circled when there was strong disagreement to any statement, and D when disagreement was not as strong.

Part II of the instrument contains 66 statements arranged and listed under the following ten categories: Recruitment, Evaluation, Identification of Unknown Handicaps, Teaching in Pre-Vocational Programs, Teaching in Vocational Programs, Teaching Aids, Ancillary Services, Placement, Follow-up, and Skill and Career Development.

By over 75%, respondents agreed* that referral by social agencies is one of the best ways to recruit handicapped students. Similarly, confidence was expressed in diagnostic testing (75.35%) as an important way for recruiting handicapped students.

A large percent of respondents (48.37%) indicated that they had no basis for expressing an opinion in recruiting through home visits, while 31.17% agreed and 20.47% disagreed*.

The 24.65% disagreement expressed in recruiting through broadcast media suggests the need for more public awareness through these means. Additional responses on successful recruiting methods are summarized in Table X.

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*Note: Unless specifically stating otherwise, percentages of agreement expressed equals the sum of the percentages under SA and A; similarly, the percentages of disagreement expressed equal the sum of percentages under SD and D.

TABLE X

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR RECRUITING HANDICAPPED STUDENTS

N=215

Recruiting Methods		NB	SA	A	D	SD
Referral by social agencies	N	33	77	97	7	1
	%	15.35	35.81	45.11	3.26	0.47
Referral by doctors, psychologists, and other professionals in private practice	N	77	16	63	49	10
	%	35.81	7.44	29.30	22.79	4.65
Personal contacts during home visits	N	104	13	54	39	5
	%	48.37	6.05	25.12	18.14	2.33
Personal contacts by past students and acquaintances	N	71	25	93	25	1
	%	33.02	11.63	43.26	11.63	0.47
Public awareness by printed and broadcast media	N	54	19	89	43	10
	%	25.12	8.84	41.40	20.00	4.65
Results of diagnostic testing by school and outside evaluators	N	43	48	114	8	2
	%	20.00	22.33	53.02	3.72	0.93

There was a high degree of agreement on successful evaluation methods. These results include 91.16% for work evaluation, 82.32% for teacher evaluation, 73.48% for personal interviews with counselors, while 67.91% of the respondents indicated that interpretation of diagnostic tests is a successful evaluation method (see Table XI for details).

The four statements on the identification of unknown handicaps contained in Table XII showed general agreement. Only 1.86% of respondents strongly disagreed with each of the first and fourth statements. Over 80% agreed that diagnostic testing and observation by teachers of students' classroom behavior are successful evaluation techniques.

As indicated in Table XI and confirmed in Table XII, need was expressed for the development and use of effective teacher evaluations, particularly one from an observer's perspective.

TABLE XI

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR EVALUATING HANDICAPPED STUDENTS

N=215

Evaluation Methods		NB	SA	A	D	SD
Psychometric testing	N	56	34	108	14	3
	%	26.05	15.81	50.23	6.51	1.40
Teacher evaluation	N	18	49	128	19	1
	%	8.37	22.79	59.53	8.84	0.47
Work evaluation	N	14	77	119	5	-
	%	6.51	35.81	55.35	2.33	-
Counselor interpretation of diagnostic tests	N	38	23	123	28	3
	%	17.67	10.70	57.21	13.02	1.40
Personal interview with counselor	N	31	34	124	21	5
	%	14.42	15.81	57.67	9.77	2.33

Tables XIII and XIV show the responses for teaching methods in pre-vocational and vocational programs. With the exception of the mainstreaming concept in vocational programs, where as many respondents disagreed as those who had no basis for responding (D = 20.00%, NB = 20.93%), there was close agreement on each of the remaining statements. Generally, respondents agreed with each statement by over 70%.

TABLE XII

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR IDENTIFYING UNKNOWN HANDICAPS

N=215

Identification of Unknown Handicaps		NB	SA	A	D	SD
A complete physical examination by physician	N	53	22	100	36	4
	%	24.65	10.23	46.51	16.74	1.86
Diagnostic testing and evaluation	N	25	42	134	14	-
	%	11.63	19.53	62.33	6.51	-
Observation by teacher of student's classroom performance and behavior	N	25	49	126	15	-
	%	11.63	22.79	58.60	6.98	-
Handicapping condition revealed by student	N	30	28	118	35	4
	%	13.95	13.02	54.88	16.28	1.86

The overwhelming agreement with each statement in Tables XIII and XIV indicates the need and shows support for a variety of instructional approaches. As shown in Table XIV, however, 22.79% of the respondents disagreed that mainstreaming is a successful teaching strategy.

Table XV shows the various teaching aids that have been found successful with handicapped students. Of the six methods listed, however, 50.23% strongly agreed that "hands-on" experiences are extremely important. Twenty-five persons (11.63%) and 39 persons (18.14%) respectively, disapproved of commercially prepared audio/visual and printed materials. Conversely, teacher-made audio/visual and printed materials were found to be very acceptable.

Except in those cases where respondents had no basis for expressing an opinion, there was overwhelming agreement on the need for handicapped

TABLE XIII

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR TEACHING HANDICAPPED STUDENTS IN PRE-VOCATIONAL PROGRAMS

N=215

Teaching Methods in Pre-Vocational Programs		NB	SA	A	D	SD
Audio and/or visual aids	N	21	66	116	11	1
	%	9.77	20.70	53.95	5.12	0.47
Individualized instruction	N	16	113	83	3	-
	%	7.44	52.56	38.60	1.40	-
"Hands-on" experiences	N	29	119	61	6	-
	%	13.49	55.35	28.37	2.79	-
Behavior modification methods	N	45	37	116	17	-
	%	20.93	17.21	53.95	7.91	-
Single concept method	N	70	45	81	16	3
	%	32.56	20.93	37.67	7.44	1.40
Competency-based instruction	N	52	56	95	11	1
	%	24.19	26.05	44.19	5.12	0.47
Field trips	N	40	38	113	24	-
	%	18.60	17.67	52.56	11.16	-
Simulation techniques	N	45	45	108	16	1
	%	20.93	20.93	50.23	7.44	0.47

students to be provided with, or assisted in finding, housing (79.77%), transportation (79.21%), health services (79.07%), individual counseling (90.70%), group counseling (75.81%), evaluative services to determine abilities and disabilities (86.51%), specialists to support instruction (80.00%), teacher aides to support instruction (78.60%), employment (79.07%), and services available from social agencies (84.65%). Additional results are listed in Table XVI.

TABLE XIV

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR TEACHING HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS

N=215

Teaching Methods in Vocational Programs		NB	SA	A	D	SD
Audio and/or visual aids	N	19	69	114	13	-
	%	8.84	32.09	53.02	6.05	-
Mainstreaming handicapped students into regular vocational classes	N	45	24	97	43	6
	%	20.93	11.16	45.12	20.00	2.79
Individualized instruction	N	20	89	94	11	1
	%	9.30	41.40	43.72	5.12	0.47
"Hands-on" experiences	N	30	104	76	5	-
	%	13.95	48.37	35.35	2.33	-
Behavior modification methods	N	54	28	109	23	1
	%	25.12	13.02	50.70	10.70	0.47
Single concept method	N	82	29	85	17	2
	%	38.14	13.49	39.53	7.91	0.93
Competency-based instruction	N	52	52	100	10	1
	%	24.19	24.19	46.51	4.65	0.47
Field trips	N	49	37	109	19	1
	%	22.79	17.21	50.70	8.84	0.47
Simulation techniques	N	48	45	110	11	1
	%	22.33	20.93	51.16	5.12	0.47

When asked if they thought placement responsibilities should be assigned to one office, 81 respondents (37.67%) disagreed, 80 (37.21%) agreed, while 54 (25.12%) indicated no basis for expressing an opinion. For all the other statements, the 56%-80% agreement expressed indicated that placement is not

TABLE XV

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL TEACHING AIDS FOR HANDICAPPED STUDENTS

N=215

Teaching Aids		NB	SA	A	D	SD
Commercially prepared audio and/ or visual materials	N	23	34	127	25	6
	%	10.70	15.81	59.07	11.63	2.79
Commercially prepared printed materials	N	21	16	128	39	11
	%	9.77	7.44	59.53	18.14	5.12
Teacher-made audio/and or visual materials	N	21	83	106	4	1
	%	9.77	38.60	49.30	1.86	0.47
Teacher-made printed materials	N	17	68	110	18	2
	%	7.91	31.63	51.15	8.37	0.93
Work samples	N	24	66	116	8	1
	%	11.16	30.70	53.95	3.72	0.47
Equipment and/or materials for "hands-on" experiences	N	21	108	82	4	-
	%	9.77	50.23	38.14	1.86	-

a function to be carried out by one central office, but through the efforts of VTAE schools and other cooperating agencies. This information is detailed in Table XVII.

On assigning follow-up activities, 158 (73.49%) respondents believe that that function should be carried out by placement personnel, while 153 (71.16%) think counselors should undertake that service. Forty-seven persons (21.87%) did not feel that follow-up activities should be undertaken by teachers. This information is detailed in Table XVIII.

There was over 80% agreement on each of the five statements on upgrading skills. Few respondents indicated no basis for expressing an opinion and less few disagreed with the statements (see Table XIX).

TABLE XVI

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL
WAYS TO ASSIST HANDICAPPED PERSONS IN THEIR ACADEMIC WORK

N=215

Assistance and Services		NB	SA	A	D	SD
Housing	N	54	58	92	11	-
	%	25.12	26.98	42.79	5.12	-
Transportation	N	39	63	103	10	-
	%	18.14	29.30	47.91	4.65	-
Health services	N	39	59	111	6	-
	%	18.14	27.44	51.63	2.79	-
Individual counseling	N	20	86	109	-	-
	%	9.30	40.00	50.70	-	-
Group counseling	N	38	55	108	14	-
	%	17.67	25.58	50.23	6.51	-
Evaluative services to determine abilities and disabilities	N	24	82	104	5	-
	%	11.16	38.14	48.37	2.33	-
Specialists to support instruction	N	33	80	92	10	-
	%	15.35	37.21	42.79	4.65	-
Teacher aides to support instruction	N	39	67	102	6	1
	%	18.14	31.16	47.44	2.79	0.47
Employment	N	39	91	79	6	-
	%	18.14	42.33	36.74	2.79	-
Services available from social agencies	N	31	65	117	2	-
	%	14.42	30.23	54.42	0.93	-

TABLE XVII

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL STRATEGIES FOR PLACING HANDICAPPED STUDENTS

N=215

Placement Strategies		NB	SA	A	D	SD
Assigning placement responsibilities to one office	N	54	31	49	75	6
	%	25.12	14.42	22.79	34.88	2.79
Having instructors contact employers	N	46	24	102	38	5
	%	21.40	11.16	47.44	17.57	2.33
Utilizing services of the Division of Vocational Rehabilitation	N	39	36	125	12	3
	%	18.14	16.74	58.14	5.58	1.40
Utilizing the "Job Service"	N	44	23	114	24	10
	%	20.47	10.70	53.02	11.16	4.65
Remaining in the job for which they have received on-the-job training	N	47	35	108	24	1
	%	21.86	16.28	50.23	11.16	0.47
Maintaining list of employers willing to hire them	N	39	61	100	14	1
	%	18.14	28.37	46.51	6.51	0.47
Maintaining list of jobs available to them	N	42	53	103	16	1
	%	19.53	24.65	47.91	7.44	0.47
Educating employers to the benefits of hiring of handicapped persons	N	35	112	62	5	1
	%	16.28	52.09	28.84	2.33	0.47
Developing skills to search for, hold, and advance in a job	N	28	114	70	3	-
	%	13.02	53.02	32.56	1.40	-

TABLE XVIII

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL WAYS TO ACCOMPLISH FOLLOW-UP OF HANDICAPPED STUDENTS

N=215

Follow-up Methods		NB	SA	A	D	SD
Teachers	N	51	38	79	46	1
	%	23.72	17.67	36.74	21.40	0.47
Counselors	N	41	41	112	20	1
	%	19.07	19.07	52.09	9.30	0.47
Placement personnel	N	43	71	87	12	2
	%	20.00	33.02	40.47	5.58	0.93
Establishing formal placement procedures	N	60	51	73	28	3
	%	27.91	23.72	33.95	13.02	1.40

TABLE XIX

PERCEPTIONS OF VTAE STAFF MEMBERS ON SUCCESSFUL METHODS FOR UPGRADING SKILLS OF HANDICAPPED STUDENTS

N=215

Methods for Upgrading Skills		NB	SA	A	D	SD
Being aware of services available in VTAE schools	N	19	86	108	2	-
	%	8.84	40.00	50.23	0.93	-
Participating in training programs that were developed especially for them	N	18	96	94	7	-
	%	8.37	44.65	43.72	3.26	-
Participating in low student/teacher ratio classes	N	15	117	79	3	1
	%	6.98	54.42	36.74	1.40	0.47
Being taught by experienced teachers	N	16	107	83	9	-
	%	7.44	49.77	38.60	4.19	-
Being taught by teachers with improved teaching methods	N	17	116	80	2	-
	%	7.91	53.95	37.21	0.93	-

From the responses shown in Table X through Table XIX, several conclusions can be drawn on successful teaching techniques. In summary, these conclusions include: Confidence in testing for evaluation purposes; use of varying instructional approaches; and reluctance on the part of some staff members to engage in behavior modification methods and to support mainstreaming.

In addition, results indicate the need for inservice in teaching methods and in preparing teaching materials, and the need for greater awareness on the part of staff members of the needs and desires of handicapped students.

These results have implications for individual staff members, VTAE schools, and the Wisconsin Board of Vocational, Technical and Adult Education. These implications are discussed in Chapter VII in the part on recommendations

CHAPTER V

ANALYSIS OF DATA OF BARRIERS TO ENROLLMENT IN VOCATIONAL PROGRAMS

Part III of the instrument contains barriers to enrollment in vocational programs. Barriers to enrollment in vocational programs have been identified, arranged, and listed under the following seven headings: 1) Attitudinal and emotional barriers, 2) Accessibility barriers, 3) Employment barriers, 4) Legal barriers, 5) Organized group barriers, 6) Professional preparation barriers, and 7) Resource barriers. The results are shown in Tables XX to XXVI, and are expressed in number and percent.

As indicated in Table XX, there is considerable variation in response to each of the 19 statements on attitudinal and emotional barriers. For example, 93 persons (43.25%) were unable to decide if unions oppose the hiring of handicapped persons, compared to 17 persons (7.91%) who could not say if there is a lack of public awareness about the needs and capabilities of handicapped persons. Likewise, 82 respondents (38.14%) did not agree that teachers fear that non-handicapped persons would be neglected, compared to 22 persons (10.24%) who disagreed that institutions instill dependency in handicapped persons. In like manner, 169 persons (78.60%) agreed that handicapped persons hold the view that government support is better than working for low wages. See Table XX for further comparisons and details.

Responses to the eight statements on accessibility barriers show strong disagreement, ranging from 46.52% (movement within school building is difficult) to 29.10% (they lack basic living skills). One hundred and nine persons (50.70%) indicated they did not know whether state guidelines place restrictions on program admissions. Collectively, these results show that

TABLE XX

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE
ATTITUDINAL AND EMOTIONAL BARRIERS THAT PREVENT
HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Attitudinal and Emotional Barriers		NB	SA	A	D	SD
Their poor self image	N	29	52	100	30	4
	%	13.49	24.19	46.51	13.95	1.86
Their lack of confidence	N	21	65	104	24	1
	%	9.77	30.23	48.37	11.16	0.47
Their fear of trying	N	24	58	87	42	4
	%	11.16	26.98	40.47	19.53	1.86
Their fear of accepting responsibility	N	28	35	90	59	3
	%	13.02	16.28	41.86	27.44	1.40
Their fear of opposing family wishes	N	54	17	83	59	2
	%	25.12	7.91	38.60	27.44	0.93
Their poor work attitudes	N	33	30	62	82	8
	%	15.35	13.95	28.84	38.14	3.72
Their unrealistic expectations compared to actual abilities	N	30	40	93	49	3
	%	13.95	18.60	43.26	22.79	1.40
Unwillingness on the part of parents or guardians to admit that the individual is handicapped	N	37	39	97	41	1
	%	17.21	18.14	45.12	19.07	0.47
Fear on the part of over-protective parents	N	32	46	112	23	2
	%	14.88	21.40	52.09	10.70	0.93
Employers' negative reactions	N	44	42	96	32	1
	%	20.47	19.53	44.65	14.88	0.47
Teachers' negative reactions	N	29	26	75	79	6
	%	13.49	12.09	34.88	36.74	2.79
Students' negative reactions	N	32	19	96	65	3
	%	14.88	8.84	44.65	30.23	1.40

Attitudinal and Emotional Barriers (continued)		NB	SA	A	D	SD
A lack of public awareness about the needs and capabilities of handicapped persons	N	17	81	106	11	-
	%	7.91	37.67	49.30	5.12	-
The attitude that government support is better than working for low wages	N	37	37	60	71	10
	%	17.21	17.21	27.91	33.02	4.65
Dependency on others created by institutions	N	32	55	106	21	1
	%	14.88	25.58	49.30	9.77	0.47
Union opposition to the hiring of handicapped persons	N	93	14	39	62	7
	%	43.26	6.51	18.14	28.84	3.26
Teacher fear that not enough time is available to adequately serve handicapped students	N	43	37	81	52	2
	%	20.00	17.21	37.67	24.19	0.93
Teacher fear of watering down courses for handicapped persons	N	44	33	66	67	5
	%	20.47	15.35	30.70	31.16	2.33
Teacher fear that non-handicapped students would be neglected	N	53	21	59	77	5
	%	24.65	9.77	27.44	35.81	2.33

nearly one-third of those responding believe that accessibility is no problem. However, in those instances when it is agreed that accessibility is a problem, individual VTAE schools will have to institute plans to overcome these barriers (see Table XXI for details).

Table XXII shows the results of the 17 statements on employment barriers facing handicapped persons. One hundred and twenty persons (59.07%) were unable to say whether exhorbitant insurance premiums levied against employers prevented and limited employment of the handicapped. One hundred and seventeen persons (54.42%) disagreed that handicapped persons lack motivation to persist on the job. Also, 128 persons (59.53%) disagreed that

TABLE XXI

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE ACCESSIBILITY BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Accessibility Barriers		NB	SA	A	D	SD
Transportation to and from school is lacking	N	26	52	68	64	5
	%	12.09	24.19	31.63	29.77	2.33
Physical facilities are not adequately equipped for persons with certain disabilities	N	26	38	79	62	10
	%	12.09	17.67	36.74	28.84	4.65
Work area is not modified to compensate for handicapping conditions	N	36	24	86	64	5
	%	16.74	11.16	40.00	29.77	2.33
Equipment is not modified to compensate for handicapping conditions	N	41	20	90	59	5
	%	19.07	9.30	41.86	27.44	2.33
Movement within school building is difficult	N	23	18	74	93	7
	%	10.70	8.37	34.42	43.26	3.26
They lack basic living skills	N	33	27	92	61	2
	%	15.35	12.56	42.79	28.37	0.93
Adequate course modification is lacking	N	41	25	82	64	3
	%	19.07	11.63	38.14	29.77	1.40
State guidelines place restrictions on program admission	N	109	9	28	59	10
	%	50.70	4.19	13.02	27.44	4.65

handicapped persons are unable to improve skills. However, 170 persons (79.07%) agreed that handicapped persons lack job seeking skills; while 163 persons (75.82%) agreed that handicapped persons are excluded from jobs by virtue of their disability (see Table XXII for further details).

TABLE XXII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE EMPLOYMENT BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Employment Barriers		NB	SA	A	D	SD
Their inaccurate knowledge of job market	N	33	36	111	34	1
	%	15.35	16.74	51.63	15.81	0.47
Their unrealistic vocational objective	N	35	35	96	47	2
	%	16.28	16.28	44.65	21.86	0.93
Limited number of available jobs	N	25	53	117	19	1
	%	11.63	24.65	54.42	8.84	0.47
Exclusion from jobs by virtue of their disability	N	31	48	115	19	2
	%	14.42	22.33	53.49	8.84	0.93
The economics involved in hiring handicapped persons	N	58	26	82	45	4
	%	26.98	12.09	38.14	20.93	1.86
Exclusion from employment by employers	N	46	50	101	17	1
	%	21.40	23.26	46.98	7.91	0.47
Their lack of job seeking skills	N	25	49	121	20	-
	%	11.63	22.79	56.28	9.30	-
Their persistent grooming problems	N	33	23	68	81	10
	%	15.35	10.70	31.63	37.67	4.65
Geographic location of job	N	44	28	105	36	2
	%	20.47	13.02	48.84	16.74	0.93
Their lack of motivation to persist on the job	N	39	12	47	95	22
	%	18.14	5.58	21.86	44.19	10.23
Employers' negative attitude	N	49	35	100	29	2
	%	22.79	16.28	46.51	13.49	0.93
Co-workers' negative attitude	N	55	22	100	36	2
	%	25.58	10.23	46.51	16.74	0.93
Their lack of means to upgrade skills	N	41	17	76	78	3
	%	19.07	7.91	35.35	36.28	1.40

Employment Barriers (continued)						
A lack of appropriate training courses	N	29	22	99	61	4
	%	13.49	10.23	46.05	28.37	1.86
Their loss of employment because of low productivity	N	50	13	73	68	11
	%	23.26	6.05	33.95	31.63	5.12
Their inability to improve skills	N	37	2	48	114	14
	%	17.21	0.93	22.33	53.02	6.51
Exhorbitant insurance premiums levied against employers	N	127	14	23	40	11
	%	59.07	6.51	10.70	18.60	5.12

As indicated in Table XXIII, over 50% of those responding were unable to express their opinion on legal barriers facing handicapped persons.

Responses to the six statements on barriers that handicapped persons face from organized groups show no dominant trend, with the exception of 131 persons (60.93%) who were unable to decide whether unions refuse membership to handicapped persons. At the same time, 92 persons (42.79%) disagreed that VTAE schools lack commitment to provide services for handicapped persons; while 78 persons (36.28%) feel that VTAE schools publicize their services to handicapped persons adequately. Conversely, 109 persons (50.70%) agreed that the complex procedures involved in getting state and federal funds for handicapped students are viewed as barriers (see Table XXIV for further details).

On the subject of professional preparation barriers, 134 respondents (62.61%) saw the need for more inservice training in methods of teaching handicapped students; while 142 persons (66.36%) agreed that more and better trained support personnel are needed to assist teachers of handicapped persons. One hundred and six persons (49.53%) agreed that there is an

TABLE XXIII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE LEGAL BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Legal Barriers		NB	SA	A	D	SD
Laws governing eligibility for agency services	N	104	9	35	59	8
	%	48.37	4.19	16.28	27.44	3.72
Laws governing eligibility for support payments	N	117	6	41	46	5
	%	54.42	2.79	19.07	21.40	2.33
Laws governing employer obligation to hire handicapped persons	N	114	7	23	58	13
	%	53.02	3.26	10.70	26.98	6.05
Difficulties experienced by agencies in clarifying jurisdiction in their services to handicapped persons	N	115	12	63	23	2
	%	53.49	5.58	29.30	10.70	0.93
A lack of law enforcement in discrimination cases	N	116	17	45	33	4
	%	53.95	7.91	20.93	15.35	1.86
A lack of legal mandate for education and training of handicapped persons in post-secondary schools	N	101	26	42	37	9
	%	46.98	12.09	19.53	17.21	4.19

absence of relevant course offerings by colleges and universities. In the same vein, 82 persons (38.32%) agreed that there is a lack of appropriate certification requirements for teaching adult handicapped students (see Table XXV for more details).

Table XXVI shows the results of the eight statements on resource barriers. While 78 persons (36.28%) agreed that audio/visual resources on the market are too difficult for handicapped students' use, 95 persons (44.18%) disagreed. As indicated in Table XXVI, the development and acquisition of

TABLE XXIV

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE ORGANIZED GROUP BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Organized Group Barriers		NB	SA	A	D	SD
Interagency competition for clients	N	80	10	40	70	15
	%	37.21	4.65	18.60	32.56	6.98
Complex procedures involved in getting state and federal funds	N	60	33	76	43	3
	%	27.91	15.35	35.35	20.00	1.40
VTAE schools lack of commitment to provide services for handicapped persons	N	58	23	42	71	21
	%	26.98	10.70	19.53	33.02	9.77
Failure of VTAE schools to publicize their services to handicapped persons	N	52	21	64	66	12
	%	24.19	9.77	29.77	30.70	5.58
Refusal by unions to allow handicapped persons to become members	N	131	7	28	39	10
	%	60.93	3.26	13.02	18.14	4.65
A lack of advocate groups for handicapped persons within the VTAE system	N	78	23	65	43	6
	%	36.28	10.70	30.23	20.00	2.79

resource materials deserve immediate attention, especially materials that need to be presented in multiple modes.

TABLE XXV

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE PROFESSIONAL PREPARATION BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Professional Preparation Barriers		NB	SA	A	D	SD
Insufficient in-service training in methods of teaching handicapped students	N	37	43	91	40	3
	%	17.29	20.09	42.52	18.69	1.40
An absence of relevant course offerings through university extension	N	66	26	80	40	2
	%	30.84	12.15	37.38	18.69	0.93
Failure to provide incentive for those wanting to pursue courses on the teaching of handicapped persons	N	56	38	71	44	5
	%	26.17	17.76	33.18	20.56	2.34
Failure by higher education institutions to develop courses for teaching adult handicapped persons	N	46	47	73	45	3
	%	21.50	21.96	34.11	21.03	1.40
A lack of trained support personnel to assist teachers of handicapped persons	N	37	57	85	30	5
	%	17.29	26.64	39.72	14.02	2.34
A lack of appropriate certification requirements for teaching adult handicapped persons	N	72	31	51	50	10
	%	33.64	14.49	23.83	23.36	4.67

TABLE XXVI

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE RESOURCE BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM ENROLLING IN VOCATIONAL PROGRAMS

N=215

Resource Barriers		NB	SA	A	D	SD
The level of difficulty of audio/ visual materials on the market	N	42	21	57	85	10
	%	19.53	9.77	26.51	39.53	4.65
The level of difficulty of printed materials on the market	N	39	27	69	72	8
	%	18.14	12.56	32.09	33.49	3.72
A lack of information on teaching materials available for handicapped persons	N	30	31	83	64	7
	%	13.95	14.42	38.60	29.77	3.26
A lack of finances to acquire materials for teaching handicapped persons	N	47	41	67	56	4
	%	21.86	19.07	31.16	26.05	1.86
Inadequate sharing and dissemination of teaching materials	N	54	24	73	61	3
	%	25.12	11.16	33.95	28.37	1.40
A lack of supportive services	N	40	31	73	66	5
	%	18.60	14.42	33.95	30.70	2.33
A lack of course materials in multiple modes	N	63	33	84	33	2
	%	29.30	15.35	39.07	15.35	0.93
A lack of appropriately trained personnel	N	31	32	85	62	5
	%	14.42	14.88	39.53	28.84	2.33

CHAPTER VI

ANALYSIS OF DATA ON BARRIERS TO COMPLETION OF VOCATIONAL PROGRAMS

Part IV of the instrument contains barriers that prevent handicapped students from completing vocational programs. Barriers to completion of vocational programs have been identified, arranged, and listed under the following seven headings: Attitudinal and emotional barriers, Accessibility barriers, Employment barriers, Post-employment barriers, Legal barriers, Organized group barriers, and Resource barriers. The results are shown in Tables XXVII to XXXIII and are expressed in number and percent.

Table XXVII shows the results of the attitudinal and emotional barriers to completion of vocational programs with which handicapped persons are confronted. Among the significant findings are the following: 1) one hundred and thirty-two respondents (61.39%) agree that students view themselves as failures; 2) one hundred and fifty (69.77%) agree that handicapped students are frustrated with their rate of progress in acquiring skills; 3) one hundred and fifty-four (71.62%) agree that handicapped persons lack knowledge of relevant vocational programs; and 4) one hundred and sixty-nine (78.61%) respondents agree that handicapped persons lack self confidence. These findings seem to indicate the need for a concerted effort to provide counseling services for handicapped students.

A high degree of disagreement was indicated to the view that accessibility barriers prevent handicapped students from completing vocational programs as shown in the responses to architectural barriers (40.00%), inadequate parking facilities (52.09%), and turn-over in professional staff (46.98%). However, 115 respondents (53.49%) agreed that the prohibitive cost of transportation is partly responsible for accessibility barriers.

TABLE XXVII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE ATTITUDINAL AND EMOTIONAL BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Attitudinal and Emotional Barriers		NB	SA	A	D	SD
Instructors are unwilling to provide extra time and effort for handicapped students	N	33	14	55	91	22
	%	15.35	6.51	25.58	42.33	10.23
Students view themselves as failures	N	28	16	116	55	-
	%	13.02	7.44	53.95	25.58	-
Students become discouraged at rate of progress	N	22	18	139	36	-
	%	10.23	8.37	64.65	16.74	-
Teachers become discouraged at student's rate of progress	N	31	22	91	65	6
	%	14.42	10.23	42.33	30.23	2.79
They lack interest in class	N	39	14	60	96	6
	%	18.14	6.51	27.91	44.65	2.79
They believe that government support is better than working for low wages	N	47	12	61	79	16
	%	21.86	5.58	28.37	36.74	7.44
They are frustrated with their rate of progress in acquiring skill	N	24	17	133	40	1
	%	11.16	7.91	61.86	18.60	0.47
They lack motivation	N	24	17	66	95	13
	%	11.16	7.91	30.70	44.19	6.05
They lack knowledge of relevant vocational programs	N	32	34	120	28	1
	%	14.88	15.81	55.81	13.02	0.47
They lack self-confidence	N	19	44	125	24	3
	%	8,84	20.47	58.14	11.16	1.40

Attitudinal and Emotional Barriers (continued)		NB	SA	A	D	SD
Strained relationships exist between handicapped and non-handicapped class members	N	55	15	58	81	6
	%	25.58	6.98	26.98	37.67	2.79
Teachers fear that courses have to be watered down if handicapped students are enrolled in them	N	56	25	70	55	9
	%	26.05	11.63	32.56	25.58	4.19

The implication can be drawn that the VTAE districts are in varying stages in their efforts to remove accessibility barriers (see Table XXVIII).

As indicated in Table XXIX, 126 respondents (58.61%) disagreed that handicapped persons are unable to develop skills in vocational training compared to 54 (25.12%) who agreed. Still, 134 respondents (62.32%) agreed that physical limitations are partly responsible for employment barriers. However, the results on unrealistic job expectations, unrealistic job reward expectations, and unacceptable social skills indicate the need for more and better support services to be provided.

Over 25% of the respondents had no basis for deciding what post-employment barriers handicapped persons face. Yet a large percent, ranging from 44.65% to 16.75% for the five statements disagreed that these result in post-employment barriers. However, 120 persons (55.81%) agreed that there is a lack of systematic follow-up during initial period of employment. Additional responses are included in Table XXX.

As indicated in Table XXXI, many respondents were unable to say whether the legal barriers listed prevent handicapped persons from completing vocational programs. However, 147 (68.84%) agreed that handicapped

TABLE XXVIII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE ACCESSIBILITY BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Accessibility Barriers		NB	SA	A	D	SD
Architectural barriers	N	30	20	79	81	6
	%	13.95	9.30	36.74	37.67	2.33
Lack of transportation	N	26	39	76	72	2
	%	12.09	18.14	35.35	33.49	0.93
Prohibitive cost of transportation	N	38	44	71	60	2
	%	17.67	20.47	33.02	27.91	0.93
Lack of adequate parking	N	45	16	42	102	10
	%	20.93	7.44	19.53	47.44	4.65
Lack of course modification	N	41	20	83	69	2
	%	19.07	9.30	38.60	32.09	0.93
Rigidity of course structure	N	52	21	74	65	3
	%	24.19	9.77	34.42	30.23	1.40
Turn-over in professional staff	N	82	9	23	93	8
	%	38.14	4.19	10.70	43.26	3.72

persons lack knowledge of available programs and benefits, partly due to the fact that counselors and/or parents may not be aware of the programs and benefits that are available.

As in the case of legal barriers, organized group barriers are unknown to many respondents, as indicated in Table XXXII. However, 133 (61.86%) agree that employer support services may be inadequate; while 132 (61.39%) agree that employers may be unwilling to make financial commitments to hire

TABLE XXIX

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE EMPLOYMENT BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Employment Barriers		NB	SA	A	D	SD
Have unrealistic job expectations	N	30	21	105	57	2
	%	13.95	9.77	48.84	26.51	0.93
Have unrealistic job reward expectations	N	42	19	91	61	2
	%	19.53	8.84	42.33	28.37	0.93
Lack acceptable social skills	N	33	26	96	57	3
	%	15.35	12.09	44.65	26.51	1.40
Have attained low academic achievement	N	34	17	107	56	1
	%	15.81	7.91	49.77	26.05	0.47
Have physical limitations	N	30	14	120	50	1
	%	13.95	6.51	55.81	23.26	0.47
Are unable to develop skills in the area of vocational training	N	35	8	46	113	13
	%	16.28	3.72	21.40	52.56	6.05
Are unable to keep up with classroom assignments	N	45	3	69	93	5
	%	20.93	1.40	32.09	43.26	2.33
Will have to forfeit financial benefits	N	68	24	60	59	4
	%	31.63	11.16	27.91	27.44	1.86

handicapped persons. The barriers listed under this category show the need for a concerted effort by labor and industry to hire more qualified handicapped persons.

Responses to resource barriers that prevent handicapped persons from completing vocational programs are listed in Table XXXIII. While 20%-40% of those responding think that these barriers have been overcome, others believe that much more needs to be done.

TABLE XXX

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE POST-EMPLOYMENT BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Post-Employment Barriers		NB	SA	A	D	SD
There is a lack of systematic follow-up during initial period of employment	N	59	37	83	33	3
	%	27.44	17.21	38.60	15.35	1.40
They are unable to cope with work schedules	N	56	7	68	79	5
	%	26.05	3.26	31.63	36.74	2.33
They are unable to cope with other employees	N	54	5	89	62	5
	%	25.12	2.33	41.40	28.84	2.33
They have no educational opportunity to upgrade their job skills	N	60	6	58	84	7
	%	27.91	2.79	26.98	39.07	3.26
They are unable to cope with supervision	N	56	8	55	83	13
	%	26.05	3.72	25.58	38.60	6.05

TABLE XXXI

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE LEGAL BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Legal Barriers		NB	SA	A	D	SD
They lack knowledge of available programs and benefits	N	47	17	105	43	3
	%	21.86	7.91	48.84	20.00	1.40
Counselors lack knowledge of special programs and benefits available to handicapped students	N	56	13	64	71	11
	%	26.05	6.05	29.77	33.02	5.12
Parents or guardians may legally prevent them from enrolling in vocational programs	N	101	11	52	47	4
	%	46.98	5.12	24.19	21.86	1.86
The negative sliding scale of government benefits and student income is not conducive to further vocational training	N	105	14	58	35	3
	%	48.84	6.51	26.98	16.28	1.40

TABLE XXXII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE ORGANIZED GROUP BARRIERS THAT PREVENT HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Organized Group Barriers		NB	SA	A	D	SD
Organized groups have not convinced labor unions of the abilities of handicapped persons	N	99	21	67	22	6
	%	46.05	9.77	31.16	10.23	2.79
Organized groups have not convinced industry of the abilities of handicapped persons	N	64	33	91	23	4
	%	29.77	15.35	42.33	10.70	1.86
Labor unions may be unwilling to allow job modifications	N	100	17	75	18	5
	%	46.51	7.91	34.88	8.37	2.33
Employers may be unwilling to make financial commitments to hire handicapped persons	N	63	34	98	18	2
	%	29.30	15.81	45.58	8.37	0.93
Probationary period in job may be inadequate	N	80	19	89	25	2
	%	37.21	8.84	41.40	11.63	0.93
Employer support services may be inadequate	N	71	35	98	9	2
	%	33.02	16.28	45.58	4.19	0.93

TABLE XXXIII

PERCEPTIONS OF VTAE STAFF MEMBERS ON THE
RESOURCE BARRIERS THAT PREVENT
HANDICAPPED PERSONS FROM COMPLETING VOCATIONAL PROGRAMS

N=215

Resource Barriers		NB	SA	A	D	SD
The level of difficulty of audio/ visual materials on the market	N	39	20	66	83	7
	%	18.14	9.30	30.70	38.60	3.26
The level of difficulty of printed materials on the market	N	35	21	84	68	7
	%	16.28	9.77	39.07	31.63	3.26
A lack of teaching materials available for handicapped persons	N	30	24	86	68	7
	%	13.95	11.16	40.00	31.63	3.26
A lack of school finances to acquire equipment and materials for teaching handicapped persons	N	37	33	84	53	8
	%	17.21	15.35	39.07	24.65	3.72
Inadequate sharing and dissemination of teaching materials	N	50	15	88	58	4
	%	23.26	6.98	40.93	26.98	1.86
A lack of supportive services	N	37	28	83	60	7
	%	17.21	13.02	38.60	27.91	3.26
A lack of course materials in multiple modes	N	65	28	85	33	4
	%	30.23	13.02	39.53	15.35	1.86
A lack of appropriately trained personnel	N	32	31	85	60	7
	%	14.88	14.42	39.53	27.91	3.26

In summary, numerous barriers within society stand between handicapped persons and their vocational goals. These barriers include lack of knowledge, negative attitudes on the part of non-handicapped persons, competing societal demands, inadequate leadership, architectural barriers, media barriers, and barriers within employment.

In the same way, the system designed by society to provide assistance to handicapped persons has a number of obstacles of its own. These center

around legislation, administration, personnel, vocational instruction services, counseling, placement, follow-up, materials and equipment, and lack of knowledge. Handicapped persons also contribute to these barriers because they are unaware of their rights as handicapped persons, nor do they know what services are available from VTAE schools or other community organizations. The data show these to be true in varying degrees.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

The publication The Unfinished Revolution: Education for the Handicapped, 1976, of the National Advisory Committee on the Handicapped, states "The progress of the past 200 years, and the last ten in particular, will in fact remain essentially meaningless until handicapped people win their appropriate place not only in 'regular' classrooms but in the 'regular society,' there to be judged not only on the basis of their disabilities but on the basis of their worth as human beings." Before handicapped people can cross over the bridge and be accepted into "regular society," however, several barriers that stand in their way have to be overcome. The barriers that stand between handicapped individuals and their vocational success can be grouped into three broad areas: 1) barriers within handicapped persons, their families, and other advocates; 2) barriers within the helping system; and 3) barriers within society (Phillips, 1977).*

Barriers that exist between handicapped persons and their vocational goals are found within handicapped persons themselves, their families, and their advocates. "The handicapped often lack knowledge about their disabilities, their rights, and available opportunities. Many are overly sensitive, and fear independence and success. Some handicapped persons lack goals or have unrealistic goals, and many lack confidence in the system that has been established to assist them. Many lack skills in basic academics, interpersonal relationships, decision making, a marketable

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*Phillips, Linda. Barriers and Bridges (Sacramento, California: California Advisory Council on Vocational Education, 1977). All quotations are from the Executive Summary. Also, see Acknowledgements.

vocation, and job seeking and independent living skills. For many of these reasons, some fail to take advantage of opportunities even when they are available."

"The handicapped person's family members may also lack knowledge about the disability, available resources, the potential for habilitation or rehabilitation, and their own goals and needs. Some have feelings of guilt and/or resentment toward handicapped persons, blaming him/her for their own problems; while many are overly posessive toward the handicapped individual."

"Advocates for handicapped persons, although usually dedicated and well intended, often lack skills and knowledge concerning available resources and services, political strategies, and methods of affecting change. Too often advocacy groups for the handicapped are reluctant to combine with other advocacy groups to reach goals and, in fact often compete with each other for attention and support."

The system itself that has been set up ostensibly to provide services for handicapped persons contributes to existing barriers. Among these are: 1) inadequate state and local policy on services and funding; 2) competing, ineffective, or non-existant legislation; 3) inadequate planning of vocational services; 4) inadequately trained staff persons; 5) limited vocational offerings; 6) inadequate vocational and career counseling; 7) misunderstandings over placement responsibility; 8) lack of suitable career and vocational materials; 9) inability by educators to adapt materials for use by their handicapped students; and 10) inadequate student follow-up.

Barriers that exist within the helping system, and within handicapped students, their families, and other advocates invariably contribute to the barriers that exist within society. One of the main barriers within society

is the tremendous lack of knowledge about the needs and problems of the handicapped on the part of non-handicapped persons; while hidden or invisible handicaps are overlooked. Sterotypes and biases toward the handicapped are perpetuated in all forms of media. Employment barriers stand in the way as are inadequate enforcement of laws. Even in the area of architectural barriers where significant advances gave been made, there is considerable room for improvement.

In spite of these barrers that stand in the way of handicapped persons becoming fully self sufficient, a number of practices are emerging in the areas of education, habilitation/rehabilitation, and vocational/career development. To this end, there is a growing emphasis placed on early identification of disabilities. Court decisions and legislation are virtually mandating special education services for handicapped elementary and secondary schools. The implication for post-secondary vocational education is that many more handicapped persons will be seeking admission.

Resistance to labeling is building. More attention is being paid to severely handicapped persons with the trend toward deinstitutionalization. Mainstreaming is gaining impetus. For those who acquire handicaps later in life, the movement is toward rehabilitation, especially in light of advances in rehabilitation technology.

Because of mounting pressure on all educators to be more accountable, vocational schools are encouraging their special and vocational staff members to engage in training to work with handicapped persons. In this regard, empahsis is placed on acquiring inter-disciplinary skills. In addition, some staff members are developing their own teaching materials for serving handi-

capped students, since these and other methods have been found successful.

While these are encouraging signs, there is still a lot to be accomplished. To this end, and based on the results of the survey, recommendations are directed to the following individuals and groups.

1. RECOMMENDATIONS TO THE GOVERNOR, LEGISLATORS, AND OTHER ELECTED OFFICIALS:

   a. Establish (ad hoc?) advisory committee for handicapped persons.

   b. Identify and evaluate emerging programming and financing methods for handicapped persons.

   c. Institute policy to increase effectiveness of occupational programs for handicapped persons.

   d. Provide adequate funds for the education of handicapped persons.

   e. Encourage employers to hire qualified handicapped persons by offering employers tax or other similar benefits.

   f. Engage in long-range social planning for a desirable future of handicapped persons.

2. RECOMMENDATIONS TO THE WISCONSIN BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION:

   a. Develop and publish a clear policy statement on meeting the career and vocational needs of handicapped individuals eligible for training in VTAE schools.

   b. Explore the possibility of assigning additional personnel at State Board office with responsibility to 1) serve as advocate and 2) to monitor services for handicapped persons at the District level.

   c. Establish interagency communication to circulate information, share expertise, and train specialists.

   d. Fund activities that would promote staff development in services offered to handicapped persons at the VTAE school level.

   e. Establish a coordinated interschool network of information dissemination for handicapped persons.

   f. Expand evaluation of vocational programs involving handicapped persons.

   g. Require greater emphasis be placed on career guidance and counseling, work experience, job placement, and follow-up of handicapped students.

h. Require more effective recruitment of handicapped students.

3. RECOMMENDATIONS TO HANDICAPPED PERSONS, THEIR FAMILIES, AND OTHER ADVOCATES:

   a. Learn rights as a handicapped person, family member of a handicapped person, or as an advocate.

   b. Pool resources with others to secure rights and other considerations that will affect the quality of life.

   c. Find out what services are available from VTAE schools and other community organizations.

   d. Volunteer to serve local districts by participating in advisory committees.

4. RECOMMENDATIONS TO VTAE SCHOOLS:

   a. Provide coursework, through inservice programs, on the variety of techniques that can be used in working with handicapped persons.

   b. Recruit staff members who are trained to teach handicapped persons, as well as non-handicapped person.

   c. Provide opportunities for internships for those persons engaged in pre-service training.

   d. Make commitment to aid the career development of handicapped persons.

   e. Provide opportunity for wide participation in the movement to improve services to the handicapped.

   f. Develop and publicize a clear policy on career development for handicapped persons.

   g. Conduct thorough needs asessment of handicapped persons.

   h. Continually survey the available local, state, and federal sources of funds.

   i. Develop short, middle, and long range plans of action for improving services to handicapped persons.

   j. Improve career guidance and counseling for handicapped students.

   k. Improve instruction by: 1)identifying handicapped persons, 2) providing adequately trained teaching and ancillary personnel, and 3) providing adequate support services.

l. Start and expand a cooperative education/work experience program with local businesses.

m. Develop an aggressive outreach program to actively recruit handicapped persons for vocational programs.

n. Improve vertical and horizontal communication with staff members and with the public.

o. Expand evaluation of vocational programs involving handicapped persons.

p. Acquire and/or develop suitable media for teaching handicapped persons.

APPENDICES

APPENDIX A

PRELIMINARY SURVEY: PARTS A & B

PROJECT P.E.P.

Preliminary Survey

Project P.E.P. - Program Evaluation and Review is funded thru the Wisconsin Vocational Studies Center by USOE. The purpose of this project is to (1) identify successful techniques used in teaching and providing services to the handicapped and (2) to identify barriers which prevent students from enrolling in or completing VTAE programs.

This preliminary survey is divided into two parts. The first part (PART A) concerns itself with the identification of barriers that prevent handicapped students from enrolling in and/or completing programs in VTAE schools. PART A of this survey also seeks to identify methods and other techniques that, in your opinion, facilitate learning on the part of the handicapped students. Barriers and successful techniques have been categorized to facilitate your responses, but you are in no way limited to these suggestions.

PART B of this survey seeks to identify techniques which you have found to be successful in working with handicapped persons. While your responses in PART B may coincide, in some measure, with sections of PART A, we urge you to be as SPECIFIC as possible.

The Wisconsin Vocational Technical Studies Center at the University of Wisconsin - Madison wishes to thank you for your cooperation and is convinced that your participation in this study will help to mainstream handicapped students in our vocational schools.

PROJECT P.E.P.

Preliminary Survey

PART A

1. VTAE District _____
   (number and/or name)

2. Present Status (circle one) 1. Faculty 2. Supervisor 3. Other (specify) _____

3. Disability (circle one)
   1. Mentally Retarded
   2. Hard of Hearing
   3. Deaf
   4. Speech Impaired
   5. Visually Handicapped
   6. Seriously Emotionally Disturbed
   7. Orthopedically Impaired
   8. Health Impaired
   9. Learning Disabilities
   10. Multiple (specify) _____

4. For each of the categories suggested below and others you may know, and based on the disability circled in #3 above, what barriers are there that prevent handicapped persons from (1) enrolling in and/or (2) completing VTAE programs? Also, what methods - teaching and otherwise - do you preceive as being successful in the disability area you circled in #3? (PLEASE BE SPECIFIC)

   A. Attitudinal Barriers (These attitudes may be held by or about employers, service providers, handicapped individuals and/or family, and labor, among others.)

      1. Barriers to Enrollment in Programs

      2. Barriers to Completion of Programs

      3. Successful Methods

4. B. Accessibility Barriers (This category may include transportation, physic. barriers, and job engineering.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

C. Pre-employment Barriers (These may include a lack of life skills, job attitudes on the part of the handicapped, and problems in rehabilitation.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

4. D. Employment Preparation Barriers (This category may include realistic vocational education for the handicapped person, job market evaluation, and job skills placement.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

E. Post-employment Barriers (These may include barriers that prevent students from up-grading vocational skills after initial employment.)

4. F. Legal Barriers (These may include legal information flow, enforcement of laws, and new and permissive legislation.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

G. Organization Barriers (These may be caused by special interest groups in special and vocational education, rehabilitation, labor, industry, and by economic concerns and financial disincentives.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

4. H. Professional Preparation Barriers (These may include adequacy of teacher preparation and teacher in-service programs for effective teaching.)

I. Resource Barriers (These may include availability and dissemination of printed and/or audio-visual materials.)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

4. J. Other Categories (YOUR SUGGESTIONS)

1. Barriers to Enrollment in Programs

2. Barriers to Completion of Programs

3. Successful Methods

PROJECT P.E.P.

Preliminary Survey

PART B

The items in PART B attempt to get at techniques that you have found successful in the projects that you were or are now involved in. Again, suggestions are made, but you need not feel restricted by these categories. For each successful technique you list, specify by number(s) the disability area to which it applies.

1. DISABILITY	NUMBER
a) Mentally Retarded	1
b) Hard of Hearing	2
c) Deaf	3
d) Speech Impaired	4
e) Visually Handicapped	5
f) Seriously Emotionally Disturbed	6
g) Orthopedically Impaired	7
h) Health Empaired	8
i) Learning Disabilities	9
j) Multiple (specify) _____	10

_____

2. In what project(s) were you or are you now engaged? _____

_____

_____

3. Successful techniques in relation to:	Applicable Disability Area No.
a) Recruitment of the handicapped	
b) Classroom teaching methods 1. Voactional Programs	
2. Pre-vocational Programs	
c) Ancillary, non-teaching services	
d) Teaching materials	

3. Successful techniques in relation to:	Applicable Disability Area No.
e) Identification of invisible handicaps	
f) Evaluation	
g) Job Placement	
h) Follow-up and Career Development	
i) Other	

APPENDIX B

TECHNIQUES AND BARRIERS SURVEY

TECHNIQUES AND BARRIERS SURVEY

WISCONSIN VOCATIONAL STUDIES CENTER

UNIVERSITY OF WISCONSIN-MADISON

Dear VTAE Colleague:

You are being asked to complete the attached questionnaire which is concerned with techniques that are successful in teaching handicapped persons, and the identification of barriers that prevent handicapped persons from enrolling in or completing vocational programs in Wisconsin's VTAE schools.

This questionnaire is a synthesis of the preliminary questionnaire which many of you completed and returned some time ago. Specifically, it is composed of the following four parts: I - Personal Information, II - Successful Teaching Techniques, III - Barriers to Enrollment in Vocational Programs and IV - Barriers to Completion of Vocational Programs.

Your responses will be used to plan and implement programs that will enable handicapped students to become employable, and thus, more self-sufficient.

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison appreciates your time and effort in this research project. Please return the completed questionnaire to the contact person in your VTAE district.

Thank you,
Vasant Kumar

DEFINITIONS

Deaf - a hearing impairment which is so severe that a person's hearing is non-functional for the purposes of educational performance

Disability - a physical, mental, or emotional impairment

Handicap - a physical, mental, or emotional impairment which substantially limits one or more of a person's major life activities such as education or employment

Hard of Hearing - a hearing impairment which adversely affects a person's educational performance

Health Impaired - limited strength, vitality, or alertness due to chronic or acute health problems such as heart condition, tuberculosis, epilepsy, diabetes, or some other illness

Learning Disability - a disorder in one or more of the basic psychological processes involved in understanding or an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations

Mentally Retarded - impaired mental development which adversely affects a person's educational performance

Orthopedically Impaired - a severe orthopedic impairment which adversely affects a person's educational performance

Pre-vocational Training - prepares students in skills needed to function as adults in society, e.g. daily living skills and remedial instruction to upgrade basic skills

Seriously Emotionally Disturbed - a condition exhibiting one or more of the following characteristics: (1) an inability to learn which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships; (3) inappropriate types of behavior or feelings under normal circumstances; (4) general pervasive mood of unhappiness or depression; and (5) a tendency to develop physical symptoms, pains, or fears associated with personal or school problems

Speech Impaired - a speech or language impairment (such as impaired articulation, stuttering, voice-impairment, or a receptive or expressive verbal language impairment) which adversely affects a person's educational performance

Visually Impaired - a visual impairment which adversely affects a person's educational performance, and includes both partially sighted and blind persons

Vocational Training - prepares students in occupational skills needed for entry level jobs

Part I PERSONAL INFORMATION

1. VTAE District Name?_____

2. Present Status? ☐ Faculty ☐ Supervisor ☐ Other
   Specify_____

3. Have you taught handicapped students? ☐ Yes ☐ No

4. Are you now teaching handicapped students? ☐ Yes ☐ No

5. Primary Disability area in which you have teaching experience? (Circle one)
   a. Deaf
   b. Hard of Hearing
   c. Health Impaired
   d. Learning Disability
   e. Mentally Retarded
   f. Orthopedically Impaired
   g. Seriously Emotionally Disturbed
   h. Speech Impaired
   i. Visually Impaired

6. Teaching done for other disability areas? (List by letters from question #5 above)

   _____ _____ _____ _____ _____ _____ _____ _____

7. Disability area(s) in which you have obtained professional training? (List as many as applicable. If none, leave blank and go to question #10.)

   _____ _____

   _____ _____

8. Professional training you have received?
   ☐ Vocational programs Specify:_____ ☐ Pre-Vocational Programs Specify:_____

   _____ _____

   _____ _____

9. Type of training received?
   ☐ College Degree Program ☐ Extension Courses
   ☐ In-Service ☐ Others

10. In what areas would you like to receive additional training: (Please List)

    1. _____ 3. _____

    2. _____ 4. _____

11. What kind of professional training would you like?
    ☐ College Degree Program ☐ Extension Courses
    ☐ In-Service ☐ Others_____

    _____

12. What do you need to improve your teaching services to the handicapped?

    (Describe) _____

    _____

    _____

13. What does your school need to improve its services to the handicapped?
    (Describe)_____

    _____

    _____

    _____

    _____

PART II SUCCESSFUL TEACHING TECHNIQUES

The statements listed below were identified by persons working with handicapped students as techniques that may be successful in educating these individuals. Please indicate the level at which you agree or disagree with these statements or indicate if you have no basis for an opinion due to lack of knowledge or experience with these techniques.

CIRCLE ONE OF THE FOLLOWING CHOICES FOR EACH STATEMENT:

NB - No Basis For Opinion

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

1. *Handicapped students are successfully RECRUITED for VTAE schools through:*

a. Referral by social agencies..	NB	SA	A	D	SD
b. Referral by doctors, psychologists, and other professionals in private practice	NB	SA	A	D	SD
c. Personal contacts during home visits.....	NB	SA	A	D	SD
d. Personal contacts by past students and acquaintances....	NB	SA	A	D	SD
e. Public awareness by printed and broadcast media.....	NB	SA	A	D	SD
f. Results of diagnostic testing by school and outside evaluators.....	NB	SA	A	D	SD

2. *Handicapped Students Are Successfully EVALUATED Through:*

a. Psychometric testing.....	NB	SA	A	D	SD
b. Teacher evaluation.....	NB	SA	A	D	SD
c. Work evaluation.....	NB	SA	A	D	SD
d. Counselor interpretation of diagnostic tests.....	NB	SA	A	D	SD
e. Personal interview with counselor.....	NB	SA	A	D	SD

3. *UNKNOWN HANDICAPS Are Successfully Identified As A Result Of:*

a. A complete physical examination by physician.....	NB	SA	A	D	SD
b. Diagnostic testing and evaluation.....	NB	SA	A	D	SD
c. Observation by teacher of student's classroom performance and behavior.....	NB	SA	A	D	SD
d. Handicapping condition revealed by student.....	NB	SA	A	D	SD

4. *Handicapped Students are Successfully TAUGHT IN PRE-VOCATIONAL PROGRAMS Through The Use Of:*

a. Audio and/or visual aids....	NB	SA	A	D	SD
b. Individualized instruction..	NB	SA	A	D	SD
c. "Hands-on" experiences.....	NB	SA	A	D	SD
d. Behavior modification methods	NB	SA	A	D	SD
e. Single concept method.....	NB	SA	A	D	SD
f. Competency-based instruction	NB	SA	A	D	SD
g. Field trips.....	NB	SA	A	D	SD
h. Simulation techniques.....	NB	SA	A	D	SD

5. *Handicapped Students Are Successfully TAUGHT IN VOCATIONAL PROGRAMS Through The Use Of:*

a. Audio and/or visual aids....	NB	SA	A	D	SD
b. Mainstreaming handicapped students into regular vocational classes.....	NB	SA	A	D	SD
c. Individualized instruction..	NB	SA	A	D	SD
d. "Hands-on" experiences.....	NB	SA	A	D	SD
e. Behavior modification methods	NB	SA	A	D	SD
f. Single concept method.....	NB	SA	A	D	SD
g. Competency-based instruction	NB	SA	A	D	SD
h. Field trips.....	NB	SA	A	D	SD
i. Simulation techniques.....	NB	SA	A	D	SD

6. *Handicapped Students Are Successfully TAUGHT WITH THE AID OF:*

a. Commercially prepared audio and/or visual materials.....	NB	SA	A	D	SD
b. Commercially prepared printed materials.....	NB	SA	A	D	SD
c. Teacher-made audio and/or visual materials.....	NB	SA	A	D	SD
d. Teacher-made printed materials	NB	SA	A	D	SD
e. Work samples.....	NB	SA	A	D	SD
f. Equipment and/or materials for "hands-on" experiences.....	NB	SA	A	D	SD

7. *Handicapped Students Are ASSISTED IN THEIR ACADEMIC WORK When PROVIDED WITH OR ARE ASSISTED IN FINDING:*

a. Housing.....	NB	SA	A	D	SD
b. Transportation.....	NB	SA	A	D	SD
c. Health services.....	NB	SA	A	D	SD
d. Individual counseling.....	NB	SA	A	D	SD
e. Group counseling.....	NB	SA	A	D	SD
f. Evaluative services to determine abilities and disabilities	NB	SA	A	D	SD
g. Specialists to support instruction.....	NB	SA	A	D	SD
h. Teacher aides to support instruction.....	NB	SA	A	D	SD
i. Employment.....	NB	SA	A	D	SD
j. Services available from social agencies.....	NB	SA	A	D	SD

8. *Handicapped Students Are Successfully PLACED by:*

a. Assigning placement responsibilities to one office.....	NB	SA	A	D	SD
b. Having instructors contact employers.....	NB	SA	A	D	SD
c. Utilizing services of the Division of Vocational Rehabilitation.....	NB	SA	A	D	SD
d. Utilizing the "Job Service"...	NB	SA	A	D	SD
e. Remaining in the job for which they have received on-the-job training.....	NB	SA	A	D	SD
f. Maintaining list of employers willing to hire them.....	NB	SA	A	D	SD
g. Maintaining list of jobs available to them.....	NB	SA	A	D	SD
h. Educating employers to the benefits of hiring of handicapped persons.....	NB	SA	A	D	SD
i. Developing skills to search for, hold, and advance in a job.....	NB	SA	A	D	SD

9. FOLLOW-UP ACTIVITIES Of Handicapped Students Are Successful When Carried Out By:

a. Teachers.....	NB	SA	A	D	SD
b. Counselors.....	NB	SA	A	D	SD
c. Placement personnel.....	NB	SA	A	D	SD
d. Establishing formal placement procedures.....	NB	SA	A	D	SD

10. Handicapped Students Can UPGRADE SKILLS FOR CAREER DEVELOPMENT By:

a. Being aware of services available in VTAE schools.....	NB	SA	A	D	SD
b. Participating in training programs that were developed especially for them.....	NB	SA	A	D	SD
c. Participating in low student/teacher ratio classes.....	NB	SA	A	D	SD
d. Being taught by experienced teachers.....	NB	SA	A	D	SD
e. Being taught by teachers with improved teaching methods....	NB	SA	A	D	SD

PART III BARRIERS TO ENROLLMENT IN VOCATIONAL PROGRAMS

The statements listed below were identified by persons working with handicapped students as barriers that prevent these persons from enrolling in vocational programs. Please indicate the level at which you agree or disagree with these barrier statements or indicate if you have no basis for an opinion due to lack of knowledge or experience with these barriers.

CIRCLE ONE OF THE FOLLOWING FOR EACH BARRIER STATEMENT:

NB - No Basis For Opinion

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

1. ATTITUDINAL AND EMOTIONAL BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Because Of:

a. Their poor self image.....	NB	SA	A	D	SD
b. Their lack of confidence.....	NB	SA	A	D	SD
c. Their fear of trying.....	NB	SA	A	D	SD
d. Their fear of accepting responsibility.....	NB	SA	A	D	SD
e. Their fear of opposing family wishes.....	NB	SA	A	D	SD
f. Their poor work attitudes.....	NB	SA	A	D	SD
g. Their unrealistic expectations compared to actual abilities.....	NB	SA	A	D	SD
h. Unwillingness on the part of parents or guardians to admit that the individual is handicapped.....	NB	SA	A	D	SD
i. Fear on the part of overprotective parents.....	NB	SA	A	D	SD
j. Employers' negative reactions....	NB	SA	A	D	SD
k. Teachers' negative reactions.....	NB	SA	A	D	SD
l. Students' negative reactions.....	NB	SA	A	D	SD
m. A lack of public awareness about the needs and capabilities of handicapped persons.....	NB	SA	A	D	SD
n. The attitude that government support is better than working for low wages.....	NB	SA	A	D	SD
o. Dependency on others created by institutions.....	NB	SA	A	D	SD
p. Union opposition to the hiring of handicapped persons.....	NB	SA	A	D	SD
q. Teacher fear that not enough time is available to adequately serve handicapped students.....	NB	SA	A	D	SD
r. Teacher fear of watering down courses for handicapped persons.....	NB	SA	A	D	SD
s. Teacher fear that non-handicapped students would be neglected.....	NB	SA	A	D	SD

2. ACCESSIBILITY BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Because:

a. Transportation to and from school is lacking.....	NB	SA	A	D	SD
b. Physical facilities are not adequately equipped for persons with certain disabilities..	NB	SA	A	D	SD

c.	Work area is not modified to compensate for handicapping conditions	NB SA A D SD
d.	Equipment is not modified to compensate for handicapping conditions	NB SA A D SD
e.	Movement within school buildings is difficult	NB SA A D SD
f.	They lack basic living skills	NB SA A D SD
g.	Adequate course modification is lacking	NB SA A D SD
h.	State guidelines place restrictions on program admission	NB SA A D SD

3. *EMPLOYMENT BARRIERS: Handicapped Students Are Prevented From Obtaining Jobs Due To:*

a.	Their inaccurate knowledge of job market	NB SA A D SD
b.	Their unrealistic vocational objective	NB SA A D SD
c.	Limited number of available jobs	NB SA A D SD
d.	Exclusion from jobs by virtue of their disability	NB SA A D SD
e.	The economics involved in hiring handicapped persons	NB SA A D SD
f.	Exclusion from employment by employers	NB SA A D SD
g.	Their lack of job seeking skills	NB SA A D SD
h.	Their persistent grooming problems	NB SA A D SD
i.	Geographic location of job	NB SA A D SD
j.	Their lack of motivation to persist on the job	NB SA A D SD
k.	Employers' negative attitude	NB SA A D SD
l.	Co-workers' negative attitude	NB SA A D SD
m.	Their lack of means to upgrade skills	NB SA A D SD
n.	A lack of appropriate training courses	NB SA A D SD
o.	Their loss of employment because of low productivity	NB SA A D SD
p.	Their inability to improve skills	NB SA A D SD
q.	Exhorbitant insurance premiums levied against employers	NB SA A D SD

4. *LEGAL BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Because Of:*

a.	Laws governing eligibility for agency services	NB SA A D SD
b.	Laws governing eligibility for support payments	NB SA A D SD
c.	Laws governing employer obligation to hire handicapped persons	NB SA A D SD
d.	Difficulties experienced by agencies in clarifying jurisdiction in their services to handicapped persons	NB SA A D SD
e.	A lack of law enforcement in discrimination cases	NB SA A D SD
f.	A lack of legal mandate for education and training of handicapped persons in post-secondary schools	NB SA A D SD

5. *ORGANIZED GROUP BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Because Of:*

a.	Interagency competition for clients	NB SA A D SD
b.	Complex procedures involved in getting state and federal funds	NB SA A D SD
c.	VTAE schools lack of commitment to provide services for handicapped persons	NB SA A D SD
d.	Failure of VTAE schools to publicize their services to handicapped persons	NB SA A D SD
e.	Refusal by unions to allow handicapped persons to become members	NB SA A D SD
f.	A lack of advocate groups for handicapped persons within the VTAE system	NB SA A D SD

6. *PROFESSIONAL PREPARATION BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Because Of:*

a.	Insufficient in-service training in methods of teaching handicapped students	NB SA A D SD
b.	An absence of relevant course offerings through university extension	NB SA A D SD
c.	Failure to provide incentive for those wanting to pursue courses on the teaching of handicapped persons	NB SA A D SD

d. Failure by higher education institutions to develop courses for teaching adult handicapped persons.....	NB	SA A D SD
e. A lack of trained support personnel to assist teachers of handicapped persons.....	NB	SA A D SD
f. A lack of appropriate certification requirements for teaching adult handicapped persons.....	NB	SA A D SD

CIRCLE ONE OF THE FOLLOWING CHOICES FOR EACH STATEMENT:

NB - No Basis For Opinion

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

7. *RESOURCE BARRIERS: Handicapped Students Are Prevented From Enrolling In Vocational Programs Due To:*

a. The level of difficulty of audio/visual materials on the market.....	NB	SA A D SD
b. The level of difficulty of printed materials on the market.....	NB	SA A D SD
c. A lack of information on teaching materials available for handicapped persons.....	NB	SA A D SD
d. A lack of finances to acquire materials for teaching handicapped persons.....	NB	SA A D SD
e. Inadequate sharing and dissemination of teaching materials.....	NB	SA A D SD
f. A lack of supportive services.....	NB	SA A D SD
g. A lack of course materials in multiple modes.....	NB	SA A D SD
h. A lack of appropriately trained personnel.....	NB	SA A D SD

1. *ATTITUDINAL AND EMOTIONAL BARRIERS: Handicapped Students Are Prevented From Completing Vocational Programs Because:*

a. Instructors are unwilling to provide extra time and effort for handicapped students.....	NB	SA A D SD
b. Students view themselves as failures.....	NB	SA A D SD
c. Students become discouraged at rate of progress.....	NB	SA A D SD
d. Teachers become discouraged at student's rate of progress.....	NB	SA A D SD
e. They lack interest in class.....	NB	SA A D SD
f. They believe that government support is better than working for low wages.....	NB	SA A D SD
g. They are frustrated with their rate of progress in acquiring skill.....	NB	SA A D SD
h. They lack motivation.....	NB	SA A D SD
i. They lack knowledge of relevant vocational programs.....	NB	SA A D SD
j. They lack self-confidence.....	NB	SA A D SD
k. Strained relationships exist between handicapped and non-handicapped class members.....	NB	SA A D SD
l. Teachers fear that courses have to be watered down if handicapped students are enrolled in them.....	NB	SA A D SD

PART IV BARRIERS TO COMPLETION OF VOCATIONAL PROGRAMS

The statements listed below were identified by persons working with handicapped students as barriers that prevent these persons from completing vocational programs. Please indicate the level at which you agree or disagree with these barrier statements or indicate if you have no basis for an opinion due to lack of knowledge or experience with these barriers.

2. *ACCESSIBILITY BARRIERS: Handicapped Students Are Prevented From Completing Vocational Programs Due To:*

a. Architectural barriers.....	NB	SA A D SD
b. Lack of transportation.....	NB	SA A D SD
c. Prohibitive cost of transportation.....	NB	SA A D SD

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d.	Lack of adequate parking.....	NB	SA	A	D	SD
e.	Lack of course modification....	NB	SA	A	D	SD
f.	Rigidity of course structure...	NB	SA	A	D	SD
g.	Turn-over in professional staff.....	NB	SA	A	D	SD

3. *EMPLOYMENT BARRIERS: Handicapped Students Are Prevented From Being Employed Because They:*

a.	Have unrealistic job expectations.....	NB	SA	A	D	SD
b.	Have unrealistic job reward expectations.....	NB	SA	A	D	SD
c.	Lack acceptable social skills.....	NB	SA	A	D	SD
d.	Have attained low academic achievement.....	NB	SA	A	D	SD
e.	Have physical limitations.....	NB	SA	A	D	SD
f.	Are unable to develop skills in the area of vocational training.....	NB	SA	A	D	SD
g.	Are unable to keep up with classroom assignments.....	NB	SA	A	D	SD
h.	Will have to forfeit financial benefits.....	NB	SA	A	D	SD

4. *POST-EMPLOYMENT BARRIERS: Handicapped Students Do Not Remain Employed Because:*

a.	There is a lack of systematic follow-up during initial period of employment.....	NB	SA	A	D	SD
b.	They are unable to cope with work schedules.....	NB	SA	A	D	SD
c.	They are unable to cope with other employees.....	NB	SA	A	D	SD
d.	They have no educational opportunity to upgrade their job skills.....	NB	SA	A	D	SD
e.	They are unable to cope with supervision.....	NB	SA	A	D	SD

5. *LEGAL BARRIERS: Handicapped Students Are Prevented From Completing Vocational Programs Because:*

a.	They lack knowledge of available programs and benefits.....	NB	SA	A	D	SD
b.	Counselors lack knowledge of special programs and benefits available to handicapped students.....	NB	SA	A	D	SD
c.	Parents or guardians may legally prevent them from enrolling in vocational programs.....	NB	SA	A	D	SD
d.	The negative sliding scale of government benefits and student income is not conducive to further vocational training.....	NB	SA	A	D	SD

6. *ORGANIZED GROUP BARRIERS: Handicapped Students Are Prevented From Completing Vocational Programs Because:*

a.	Organized groups have not convinced labor unions of the abilities of handicapped persons.....	NB	SA	A	D	SD
b.	Organized groups have not convinced industry of the abilities of the handicapped persons.....	NB	SA	A	D	SD
c.	Labor unions may be unwilling to allow job modifications.....	NB	SA	A	D	SD
d.	Employers may be unwilling to make financial commitments to hire handicapped persons.....	NB	SA	A	D	SD
e.	Probationary period in job may be inadequate.....	NB	SA	A	D	SD
f.	Employer support services may be inadequate.....	NB	SA	A	D	SD

7. *RESOURCE BARRIERS: Handicapped Persons Are Prevented From Completing Vocational Programs Because Of:*

a.	The level of difficulty of audio/visual materials on the market.....	NB	SA	A	D	SD
b.	The level of difficulty of printed materials on the market.....	NB	SA	A	D	SD
c.	A lack of teaching materials available for handicapped persons.....	NB	SA	A	D	SD
d.	A lack of school finances to acquire equipment and materials for teaching handicapped persons.....	NB	SA	A	D	SD
e.	Inadequate sharing and dissemination of teaching materials.....	NB	SA	A	D	SD
f.	A lack of supportive services.....	NB	SA	A	D	SD
g.	A lack of course materials in multiple modes.....	NB	SA	A	D	SD
h.	A lack of appropriately trained personnel.....	NB	SA	A	D	SD

Thank you for your time and effort. Please return to the contact person in your VTAE District

ADDITIONAL COMMENTS?

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APPENDIX C

PERSONAL NEEDS FOR IMPROVING TEACHING SERVICES
TO HANDICAPPED PERSONS

PERSONAL NEEDS FOR IMPROVING TEACHING SERVICES
TO HANDICAPPED PERSONS

District 1:

Help and time.
Tutoring service of more extensive nature.
Time--impossible to approach a one-on-one condition.
Time to prepare.
Understanding as they are slotted in regular classes.
A better understanding at the onset of the individual's problems.
More courses concerning post-secondary.
More methods courses.

District 2:

Experience.
Further knowledge in new methods and resources.
Additional training.
Knowledge how to effectively communicate with handicapped in class.
Additional training and more training in the counseling area.

District 3:

A.V. materials.
A continued study for better understanding of their (students') concerns and needs.
More training. These are problems that require constant training, e[illegible]ation, and inservice.
More materials for handicapped readers and learners. "Hands-on" equipment.
Continued inservice training to upgrade materials and methods of teaching.
More psychology classes.
More inservice. Summer classes.

District 4:

College courses or inservices.
On-going education during summer.
Better teaching facilities.
Training in group counseling techniques.
Continued training.
Continue professional knowledge--related courses.
Further expansion of curriculum--new ideas, new materials.
I would like to have a precise, recent, and complete evaluation of each individual who comes in my room for services.
To improve my sign language.

District 5:

Special equipment for orthopedic and visually handicapped; i.e., taped programs, calculator, etc.
Courses in teaching home living skills to MR adults.
Methods and techniques for classroom approaches.
Materials and supplies to work with.
Material, training.
Less survey type information--more specific tasks to help specific problems.
More information on handicaps.
Wide variety and levels of materials.

District 6:

Information with respect to consumer practice and the law.
Total communication (sign language) mastery.
More materials related to adult interest but with very low reading level/ large print. Cassette prog. at adult level.
Better idea of the range of abilities for my students. Some classes to refresh my approach.
I need to be more familiar with diagnosing techniques and methods for teaching.
Structured-specific materials and structured program-prescriptive academics.

District 8:

Additional awareness of the different handicaps.
More on-the-job training and book learning.
More exposure to techniques and methods for adults L.D.
Discussions with people who have taught other disability type students.
More extensive training.
Appropriate reading lists to obtain materials in field.
Further academic preparation and meaningful communication with others in the field.
An understanding of the problems and needs of the handicapped. A better understanding of what performance expectations should be.
I generally lack expertise in the area of dealing with disabled adults.
Further theory background.
Use of special trained personnel (we have).

District 9:

Materials.
To work year round instead of 10 months.
Teaching certification, student teaching, masters in deaf ed.
Higher ratio of time per client.
More low reading level materials to teach functional skills.
Finish work of certificate.
Knowledge of all materials relevant and chance to use them; experiences.
Written pamphlets pertaining to Food Service; visual aids.

Added financial support in Voc. Rehabilitation.
Experience.
Higher salary--to enable me to devote all my energies to my job.
Better information on the peoples' backgrounds that we service.
Inservice training adaptable to present services.
Further educational experiences (inservices, Extension courses, degree, etc.).
Longer period of experience.
Needs more visual and auditory materials (equipment).
Better understanding of learning disabilities and problems.
Medical courses, courses from practicing professionals.
Additional information on procedure and techniques currently used in these areas.
Visual aids-teacher aids, more equipment.
A lower client-supervisor ratio.
Low vocabulary-high interest reading material; more job related items.
Better knowledge and understanding of Welfare and Social Security setups.
A larger area to carry out training objectives. More audio-visual aids designed for this population.
Eliminate clerical type duties to have more time to provide service.
More time to develop training material and larger room conditions.
Publication of developmental learning materials for M.R. adults.
Ancillary services; i.e., counselors, interpreters.

District 10:

Methods; curriculum.
Time.
Time and training.
Appropriate materials geared to their lifestyle.
More info. on special aids and availability of special aids.
Further training in areas of Learning Disabilities and Mental Retardation.

District 11:

All forms.
More time to work with them on an individual basis.
Practical experience.
More background of student.
More time or fewer classes.
For nursing, the type of student offers no need for more than we possess now.
Knowledge of handicaps.
Fewer students per instructor.
Small class loads than 12 necessary.
Extension courses and workshops.

District 12:

More technical understanding of the handicaps themselves. Opportunity to observe and practice under exemplary teachers.

More experience in curriculum planning for special individualized instruction.
Knowledge of needs of the handicapped in order to plan better.
More and better instructional materials. Better teaching techniques.
More experience.
More knowledge of causes and effects of disabilities, better techniques.
Change in philosophy of VTAE. Professional training in administrative techniques.
Additional equipment; i.e., material for the blind, etc. and then the appropriate training to go with it.
Ability to divorce myself from students' problems; i.e., background, home life, etc.

District 13:

Training in various therapy and counseling areas.
Techniques for effectively working with emotional problems.
Inservices with instructors in this field.
Broader range of vocational training and material; smaller student ratio.
Money, time, and space.
More support personnel.

District 14:

A degree.
Inservice training.
Less red tape.

District 15:

How to motivate the students.
Time.
Course work in area of visual impairment.
Continued professional experience. Workshops.
To get a Masters Degree (eventually).
More education.

District 16:

Understand teaching techniques better.
Modify curriculum.
Independent learning resources.
Methods for specific problems.
Programs for emotionally disturbed M.R.'s.
Constantly learning new techniques to work with Developmentally Disabled individuals.
Classroom training.
Improve for ever-increasing needs requested from community for Voc. and Pre-Voc. Training.
Inservice; short workshops.

Information (books, etc).
Building and more staff.
Better A.V. materials in clothing, foods, housekeeping, and grooming.
More training.
Understanding their capabilities and limitations.
Training to better understand students' limitations.

District 17:

Remedial strategies; psychology for assisting special needs students.
More classes and available time.
More counseling for handicapped and disadvantaged students.
More knowledge in handicapped areas.
Workshops, evaluation, educational prescription.

APPENDIX D

NEEDS OF SCHOOLS TO IMPROVE SERVICES TO HANDICAPPED PERSONS

NEEDS OF SCHOOL TO IMPROVE SERVICES

TO HANDICAPPED PERSONS

District 1:

More counseling and more teaching assistance. More time allotted for teachers with handicapped students.
More money to create a tutoring service for all handicapped students in all programs.
I don't know.
An attitude of true concern for the individual.
A different program or competency based instruction.
A separate department emphasizing special needs.
Stronger support by administration and also willingness to teach these students by regular course instructors.

District 2:

Staff that has training and experience in dealing with the handicapped in an instructional setting.
Commitment to those with special needs. Inservice.
Inservice for instructors who want to improve.
Inservice for special needs.
A solid institutional commitment to serve handicapped students. Resource teachers. Resource aids.
Offer supportive services to deaf students; i.e., interpreting. Inservice to educate the instructors and ad. to the needs of the hearing impaired student.
Inservice ed. for instructors. Hiring instructors for the areas of instruction students enter that have had training to teach disabilities.

District 3:

Inservice for instructors. A.V. materials. Assessment (pre). Counseling.
More direct counseling. More time from counseling dept. Supportive services--money. Attitudes.
Better physical access. More counseling services--especially group counseling. More inservice.
Change in attitude, better accessibility to the classroom areas, and better follow-up on services already offered.
More training of instructors to make them aware of the handicapped students' potential.
More low level materials.
The faculty needs to be more open with each other to get the job done, which evening classes on campus would help.
Separate counselor for the handicapped.
A clinical psychologist or psychiatrist.

District 4:

More inservices.
Encouraging on-going education and inservices for the staff. Physical--bigger building.
New building.
An accessible building. More funding. Funding for research. Program evaluation.
I would like very much to acquire additional equipment in order to expand my program.
Our agency needs a barrier free, easily accessible building with quiet areas for ancillary services away from the main work areas, (our own) vehicles for transporting physically handicapped adults and more staff for successful, individual program implementation.
Accessibility. More funds for research, programs, staff aids, etc.

District 5:

Blackhawk Tech. needs a wheelchair van or bus to make its facilities available to the handicapped.
Develop a program in Consumer/Homemaking skills full-time to serve the handicapped.
Physical building changes, patience among ancillary personnel.
The handicapped person could not get around at our vocational facility. They also need more individualized programs--not entirely individualized but at a slower level.
More physical and mechanical aids in older buildings where some programs are housed. General teacher awareness in programs other than those designed for the handicapped.
Better materials and instructional aids, consultants.
Administrative attitude adjustment to the values.

District 6:

Teacher Inservice.
Do more recruiting and have teachers learn sign language having H.I.P. students.
Materials. Para-professionals.
Better coordination of services to avoid overlap in programs; appears to be some repetition.
Greater emphasis on pre-vocational programming.
Money for materials and teachers.
Review of programs to determine appropriate areas for training.

District 8:

Awareness of special need student and his/her abilities.
Better times for classes to meet, variety of classes.
Quiet, enclosed room for diagnostic and remedial work. Flexible individual enrollment and completion dates for classes.

More available and counselor and skill personnel in area of L.D.
On-going inservice program to revitalize.
Additionally trained staff and financial aid.
An understanding of the problems and needs of the handicapped. A better understanding of what performance expectations should be.
We already do have an excellent program for special needs students.
Additional special education teaching staff--additional development of specific vocational programs for the severely handicapped.
Time.

District 9:

Materials--Video tape, slide, audio-visual, etc.
Larger room, more instructors, instructional equipment and materials, etc.
Higher ratio of staff to clients.
Better understanding of the needs of the handicapped. Awareness of our program.
Expand program.
Better understanding on part of other faculty and students; better acceptance.
Staff, equipment, better physical facilities.
Constant inservice training sessions.
More professional help for solving emotional problems before and during training.
Better cooperation with D.V.R. and other gov't. agencies. The hassles between gov't. agencies and private agencies always strongly affect one person--the client.
Inservice training adaptable to present services.
Financial assistance to upgrade existing programs and materials and create new areas of learning (programs and materials, etc.).
More staff.
Improved equipment in classroom.
Better trained professionals, etc.
More training of staff members.
More space to improve the teaching--more visual aids, more teachers for handicapped--and equipment.
More inservice training programs.
More training areas; more appropriate placements and closer follow-up and supervision on the job.
Better real service-to-the-client orientation, rather than incoming funding--dollar orientation at the client's expense in many cases.
More training aids, and a larger staff to deal on a smaller client/staff ratio.
Better location and entrance way. Better audio-visual equipment. And a continued inservice training program.
Smaller client/staff ratio to facilitate individualized instruction, thus meeting more of the numerous and varied client needs.
Counselor, interpreters, inservice programs for instructors.
Our agency needs additional staff to re-implement disabled programs and re-juvinate existing ones.
More instructional staff. Para-professional staff to absorb some of the repetitive checking, paper-work, and monitoring required.
More classrooms and teachers.

Placement philosophy.
More inservice. Improved mission toward handicapped.
Increase its incentives to a competitive level; provide greater use of machines for experience and make semi-skilled areas. Pay should be more realistically applied in terms of objectives accomplished. Better organization of some areas.
Emphasize training as opposed to production. Good lines of communication. Provide special programs for minority handicapped.
Larger facilities--equipment and additional staff.
Teaching materials. Staff inservices.

District 10:

More time for teachers to obtain professional help.
Time--training--funds--interest.
Music and crafts.
More open minds in faculty!! Plus some inservice training to prepare them for working with handicapped.
Summer school.
Teacher training and additional staff.
Increase in listening skills. Ability to incorporate listening into program for people.
Money and staff to provide specialized Reading instruction beyond what we can now provide.
Understanding, teacher improvement that these people are capable of doing some things.

District 11:

More A.V. materials.
Sound diagnostic program--low student-teacher ratio.
More feedback and input from referral agencies.
More faculty.
It seems complete.
Accept reduced teacher-pupil ratio.
Additional equipment and space for foods.
Fewer students per instructor.
It does provide some services. These could be expanded if funds were available.
A coordinator trained in curriculum preparation and teaching techniques.
Greater/additional inservice training with educational staff to work with special needs individuals, equipment to aid visually impaired.
Facilities and staff to handle these people (not stack them in with regular classes).

District 12:

More specialized instructors. More multi-sensory approaches; e.g., materials for deaf and blind.
Staff awareness and program modification.

Inservice training for faculty. Long-range planning.
More outreach programs.
Commitment.
As far as I am aware, our school does an excellent job of counseling and training.
Management strategy for administering special needs activities. Study of district needs and an analysis of what is currently being done. A plan of action.
Accommodating facilities (physical) and an educated faculty, community and student body into the needs and rights of the handicapped.
Better coordination of services.
Learning Disabilities instructors.

District 13:

Inservice on an intensive training basis.
Funds.
Stable funding to insure equipment. Training areas that show the handicapped students the variety of work situations they will encounter.
More instructors. More physical space.
Money, time, and space.
More room space, more square footage.
Higher wages.

District 14:

To open the door on a no-cost basis, as a total community service.
Inservice training.
Course modification--individualized to needs.
Curriculum modification; understanding of handicapping conditions; removal of architectural barriers.

District 15:

This institution is making good progress in meeting the needs of the handicapped with respect to occupational training.
More vocational areas in which the handicapped can enter.
Instructional service specialist.
Support services for visually impaired students in vocational programs.
More unified organization from state level. Financially sound base of support.
Willingness to work with this type of student. Inservice training.
Specialist at State VTAE level with extensive exposure to respective disability.

District 16:

Modify curriculum. Inservice for instructors.
Tutorial aids perhaps.

Elevators, larger classrooms.
Inservices--specialized training.
Staff training.
Better classrooms.
Improve techniques of teaching Mentally Retarded. Improve follow-through from classroom to place where M.R. resides. Help in gearing up to requests for lower functioning M.R.s. Choice of instructors--subject areas--curriculum development.
Inservice.
Professionally trained individuals in the Voc. Ed. and D.D. areas.
More room--addition to building.
More materials and references dealing with the handicapped.
Visual teaching aids.
Space and equipment--trained staff-understanding the needs.
Possibly more instructors? Audio-Visual aids directed to special needs. A classroom to meet the needs of the students' learning area.
Money.

District 17:

Testing program to pinpoint difficulties. Post-assessment to see if strategies are successful.
Inservice session to help them identify areas such as L.D., E.D., and borderline M.R.
More counseling time for these students, more support services for faculty, inservice on coping with problem students in a regular classroom setting.
Inservice.
Specialized staff.

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

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